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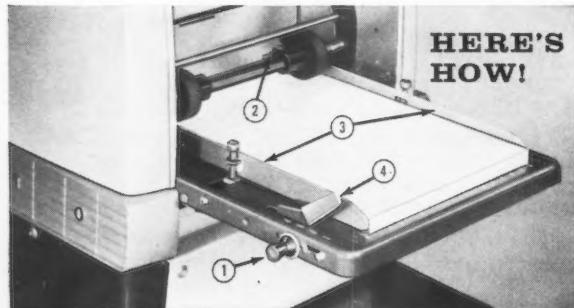
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Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

Editorial Consultant on Audio-Visual Aids

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Living in the Soviet Union Today

Seven color filmstrips attempt to present a clear picture of the physical features and natural resources of the Soviet Union and the differences in living conditions in various parts of the U.S.S.R. Appropriate use of maps helps to clarify many difficult concepts as do the pictures reportedly taken by Americans who visited the Soviet Union during the summers of 1957 and 1958. Questions appearing at the end of each filmstrip should stimulate valuable class discussion. Content and Description of each filmstrip is as follows:

Housing and Home Life in the Soviet Union (50 frames)

Color photographs taken in and near Moscow, Leningrad, Kiev, and Tashkent illustrate the types of houses found in rural, suburban, and urban areas. Building materials, types of architecture, and workmanship are depicted. This filmstrip also takes you inside Russian apartments, hotels, and day nurseries.

Schools and Pioneer Activities in the Soviet Union (54 frames)

Educational facilities and activities from kindergarten through the university are described. Classroom scenes give an insight into methods of teaching and the equipment that is used. Planned out-of-school activities are shown in a Pioneer Camp near Moscow and in a Pioneer Palace in Leningrad.

Agriculture in the Soviet Union (52 frames)

This filmstrip shows activities on many types of farms, such as experimental dairy farms, irrigated farms in central Asia, and new farms in Siberia. Changes in farming methods and contrasts in old and new equipment are illustrated.

Foods, Markets, and Stores in the Soviet Union (46 frames)

Color photographs illustrate various aspects of marketing in the Soviet Union. People are shown in the market in Moscow, at country markets, in GUMS (Russia's largest department store), and at vending machines and street stands where refreshments are sold. Also included are dining scenes in homes, hotels, and schools.

Transportation and Communication in the Soviet Union (56 frames)

Almost every type of transportation can be seen in the Soviet Union. Street scenes in Moscow, Leningrad, Kiev, and Tashkent show the types that are commonly used in cities. People are seen at railroad stations, in the Moscow subway, on excursion boats, and on ferries. Also included are various means of communication, such as postal service, newspapers, magazines, outdoor advertising, telephone, radio, and television.

Four Cities of the Soviet Union — Moscow, Leningrad, Kiev, Tashkent (57 frames)

Four cities are pictured to give an idea of their historical background and significance and their general appearance. Important landmarks, such as the Kremlin, and famous buildings are included. Street scenes show many facets of city life: the work of women on streets and buildings, pedestrians in the early morning, displays of merchandise in store windows, tourist attractions, worship in a mosque at Tashkent, entertainment in a theater, and recreation at a resort city.

Natural Resources of the Soviet Union (58 frames)

The maps and photographs in this filmstrip illustrate various land forms, areas of good soil, navigable waterways, types of vegetation, climatic conditions, and the location of mineral resources. Activities of the people in relation to the environment are shown at places that are in or near Moscow, Leningrad, Kiev, Kharkov, Rostov, Yalta, Barnaul, and Tashkent.

Each filmstrip, in color with captions, sells for \$6.50. The complete set is priced at \$39.75.

Basic Primary Science

The content and vocabulary of these six new color science filmstrips are carefully graded for primary children. In each filmstrip utilization frames and suggested activities help to motivate students to be aware of and interested in their everyday surroundings. Included are the following:

Finding Out How Plants Grow (26 frames)

This filmstrip teaches pupils that many plants grow from seeds. A picture sequence about the bean plant illustrates how the root grows down; how the stem grows up;

and how the plant reaches maturity, flowers, and then produces more seeds. Many kinds of plants, including garden, swamp, desert, and woodland plants, are illustrated. Experiments with common house plants point out the basic needs of most plants — water, light, and good soil — and encourage further classroom experimentation.

Finding Out How Animal Babies Grow (26 frames)

Animal babies are interesting to all children. Pupils learn that some babies are born alive. Others hatch from eggs and grow in stages. Some babies look like their parents very soon. Some do not. A colorful sequence on the robin illustrates the parent which cares for its young, while the story of the monarch butterfly shows the parent which does not need to do so.

Finding Out How You Grow (25 frames)

Children are very conscious of their growing bones and teeth. This filmstrip points out the foods needed by growing bodies and emphasizes the necessity for outdoor play, rest, health, and cleanliness. A sequence on the five senses explains how the eyes, ears, and senses of smell, touch, and taste also help a child to keep safe and well. The child's responsibility for his own health and safety is stressed and encouraged.

Finding Out About Things Around You (24 frames)

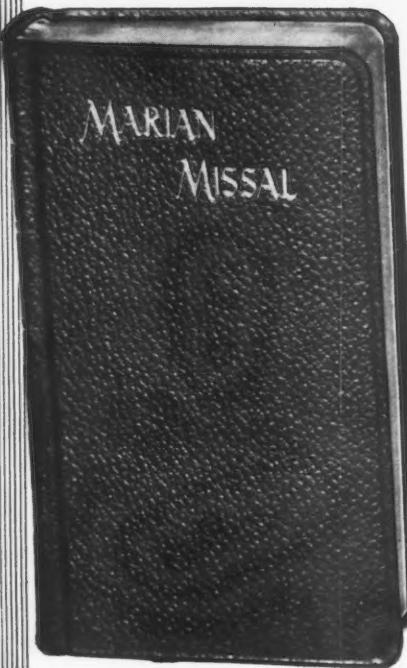
A trip to the beach illustrates many things about the world. Pupils learn that some things float, while others sink; water always runs downhill; ramps and wheels make work easier; sound can travel through many things; air takes space; light can go through some things; when light cannot go through things, there is a shadow; fire gives light; and when there is light, color can be seen. This study of everyday things around us should stimulate pupils to further study and experimentation.

Finding Out About Land, Air, and Water (26 frames)

This filmstrip is divided into three separate sections — Land, Air, and Water. Topography is illustrated by showing high and low land, different kinds of rocks and soils, and water bodies. Weather is suggested by showing the force of moving air and water.

(Continued on page 8)

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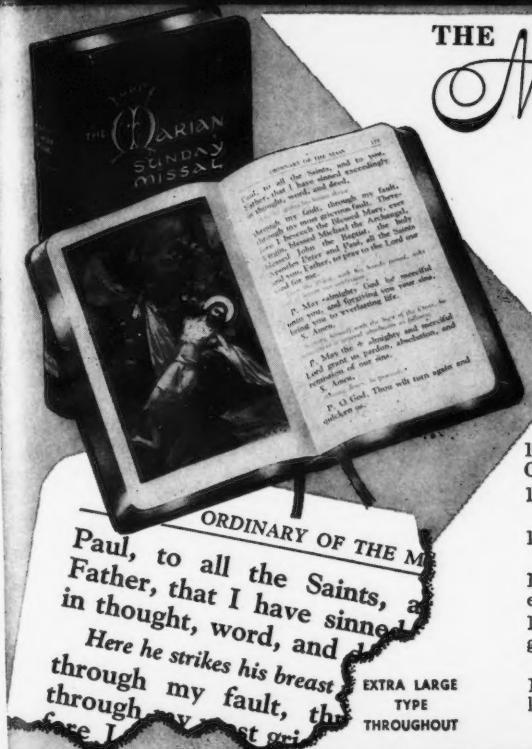
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Evaluations of AV Aids

(Continued from page 5)

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Harbor Pilot

This ten minute, 16mm. sound, color or black and white film is designed for use in elementary and junior high. It shows that each year thousands of ships from all over the world enter our harbors to bring many of the things we need. An incoming ship is first sighted from a lookout tower. The lookout phones different agencies to tell them of her arrival, and the harbor pilot goes to meet the ship.

Usually the harbor pilot takes complete command of the ship, because a modern harbor is a place of narrow channels and crowded docks and the captain cannot know all the dangers of every harbor. The harbor pilot guides the ship past the lighthouse, and waits for the port doctor to inspect the ship for sickness. Then he signals for a tugboat, which helps to guide the ship to its wharf.

The pilot must avoid many dangers in the harbor, and must observe the various markers that point out the channels. The ship passes successfully through an open drawbridge, and is tied fast to the wharf. The pilot's work is completed.

Ferryboat

In this nine minute, 16mm. sound, color or black and white film we are introduced to a large harbor and different kinds of work boats, such as the cargo freighter, oil tanker, river barge, steamship, tug boat, and fire boat. The special function of the ferryboat is explained. We see how it is operated by a steering wheel, rudders, and propeller at each end, so that it can cross short distances of water without having to turn around. The first ferryboat shown in operation is a small one, designed to carry a few people and cars across a river or harbor. In contrast, the Staten Island Ferry is able to carry hundreds of people each day across busy New York Harbor. We see how a very large ferryboat carries loaded trains, trucks, and busses across the water to connect with inland points. Then the film takes us on a voyage aboard a ferry that crosses the English channel. This ferry has two decks for cars and trucks, a dining room, many conveniences for passengers, and is almost like an ocean liner. After the trip, we watch the ferry being secured at the dock and drive our car off the boat.

For each of the above films there is a brief printed guide listing vocabulary and suggested activities.

(Continued on page 16)

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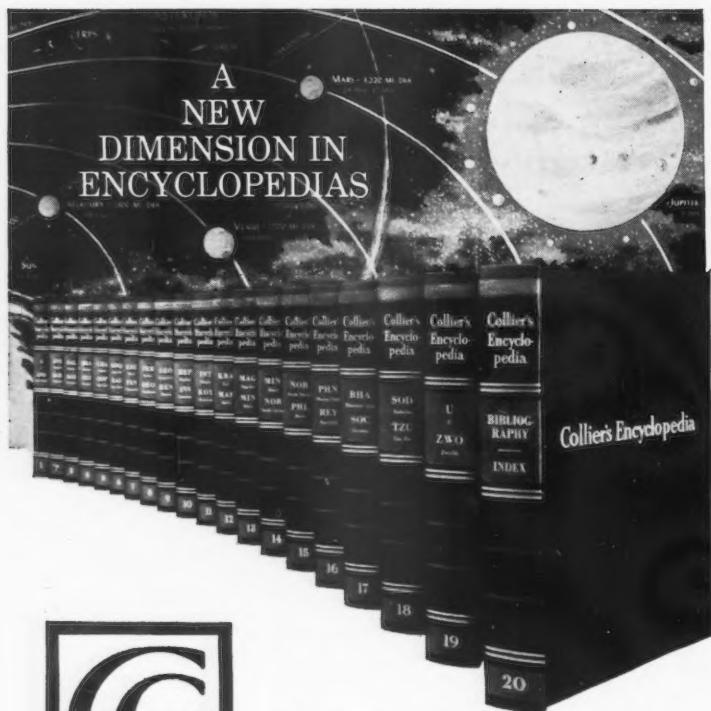
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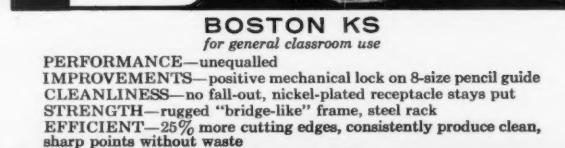
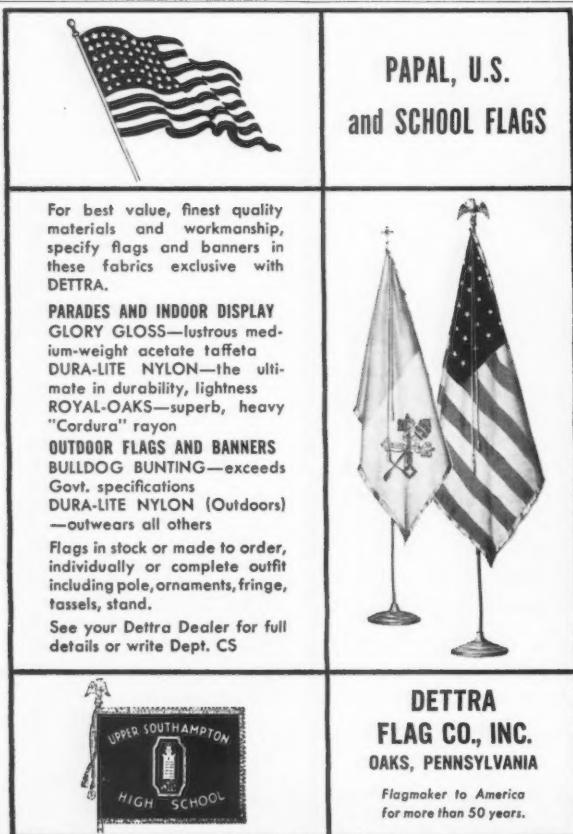
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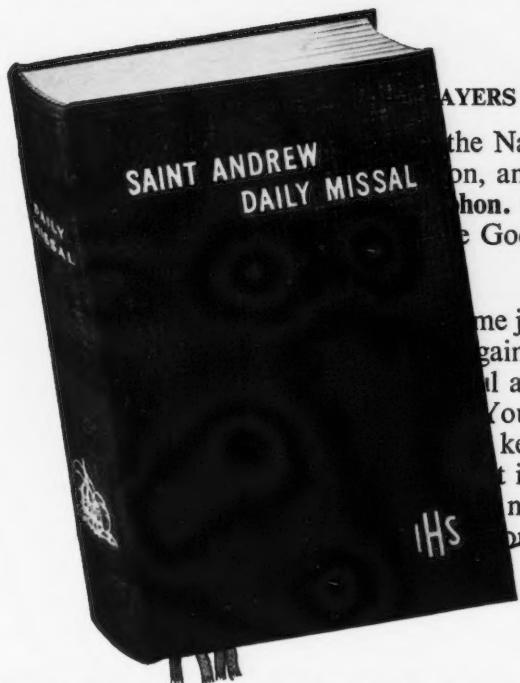
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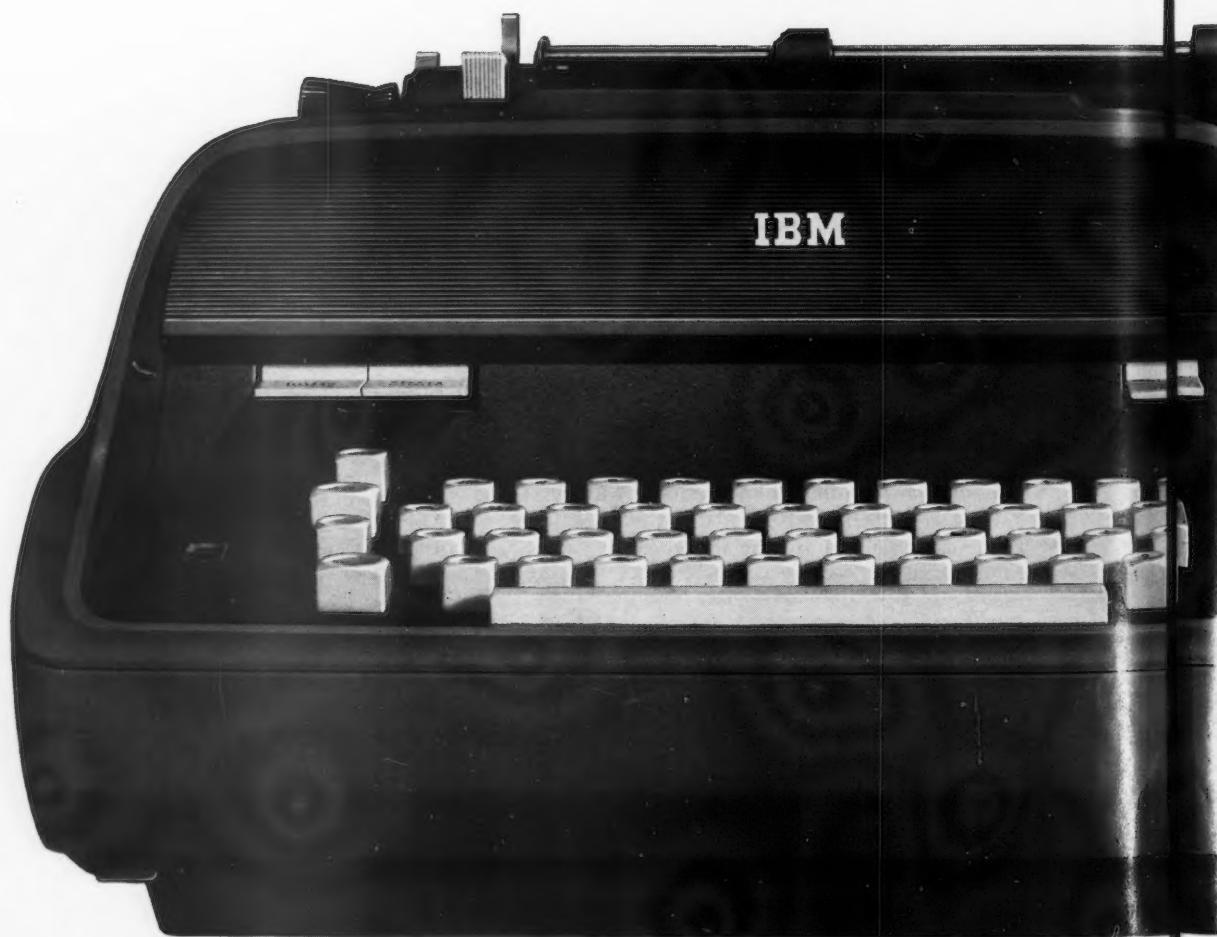
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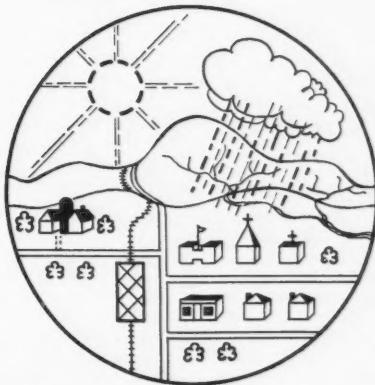
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Evaluations of AV Aids

(Continued from page 8)

Finding Out About the Sky (22 frames)

This filmstrip is designed to explain some of the wonders of the sky and to prepare pupils for more advanced study of space. Scientific facts are explained in simplest terms. For example: The sun gives us heat and light. During summer days it is warm, and the sun shines a long time. In the wintertime it is cold, and the sun does not shine long. Accurate illustrations point out that the moon and stars also give the earth light; and even when the sky is overcast, the moon and stars are

shining far above the clouds. A sequence on stars and star formations, as the Big Dipper, the Little Dipper, and the North Star, should encourage children to further study of the vast universe.

Each filmstrip, in color, captioned, is priced at \$4.50; the complete set sells for \$24.30.

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Frames

1. STUDY HEADQUARTERS 33
2. GETTING DOWN TO WORK 34
3. USING A TEXTBOOK 26
4. TAKING NOTES IN CLASS 29
5. GIVING A BOOK REPORT 29
6. WRITING A RESEARCH PAPER ... 32
7. REVIEWING 27

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For upper elementary and junior high these seven color filmstrips utilize real-life situations to suggest to the teenager ways of facing the physical, mental, emotional, and social problems of growing up. Can be used as basis for valuable class discussion. Individual filmstrips are \$5.45 and the complete series is \$34.30.

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Frames

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(Concluded on page 86)



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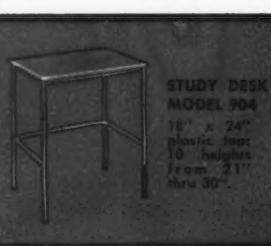
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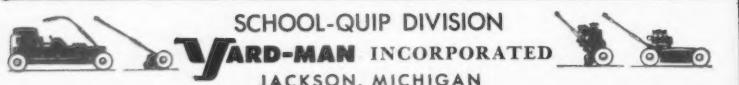
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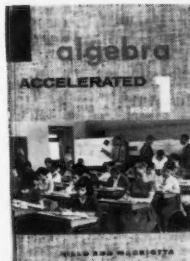
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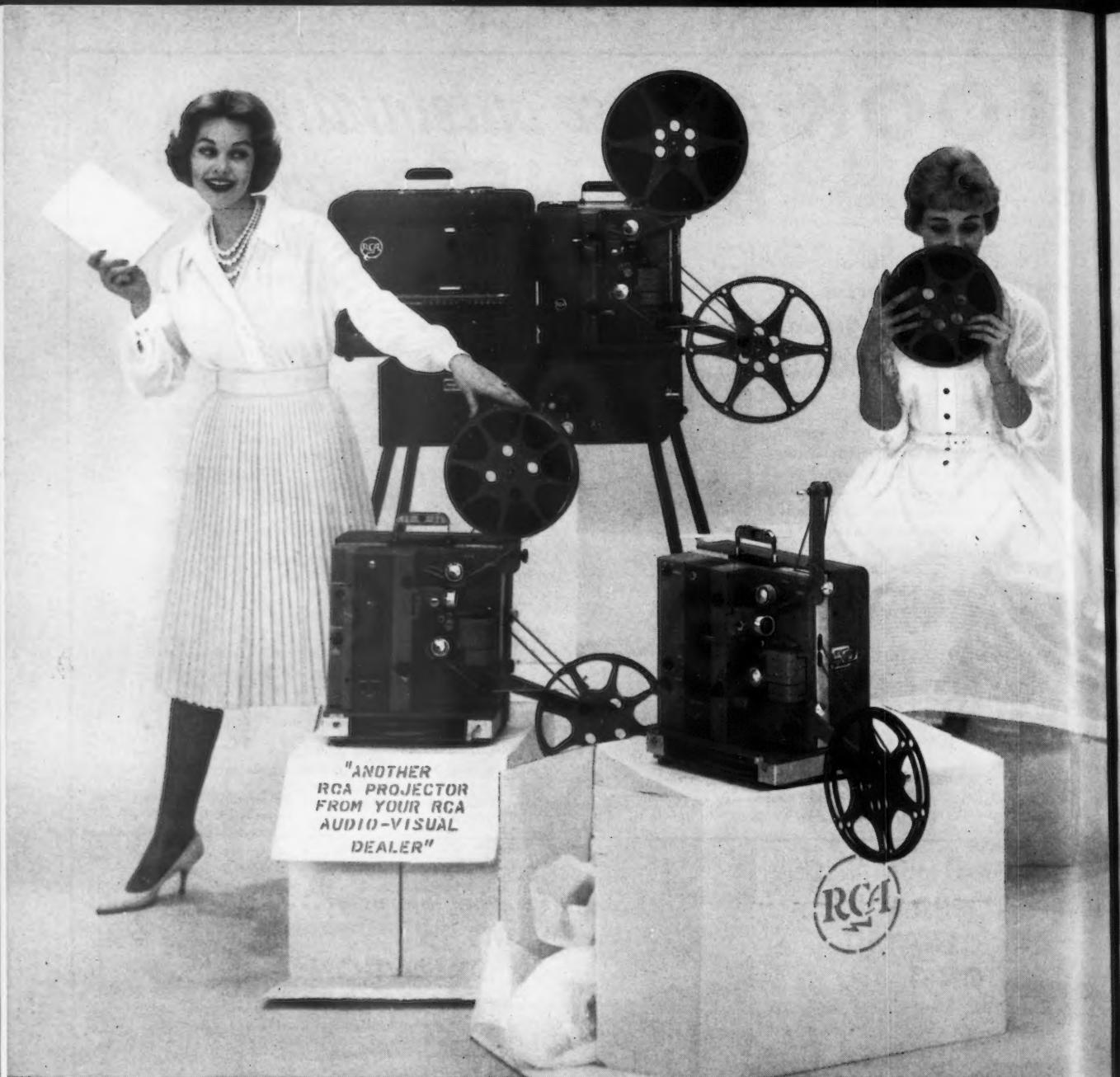
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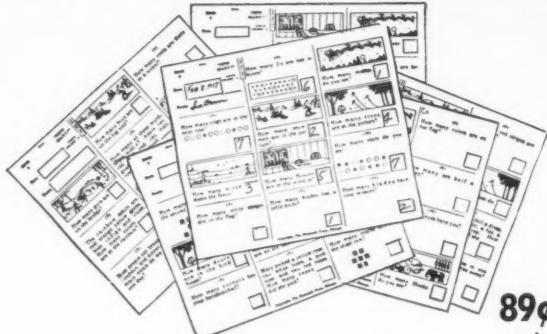
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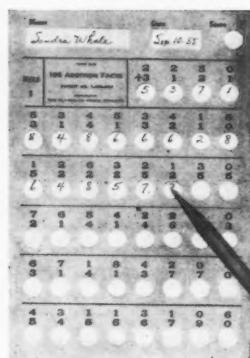
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30	31					

1959 SEPTEMBER 1959

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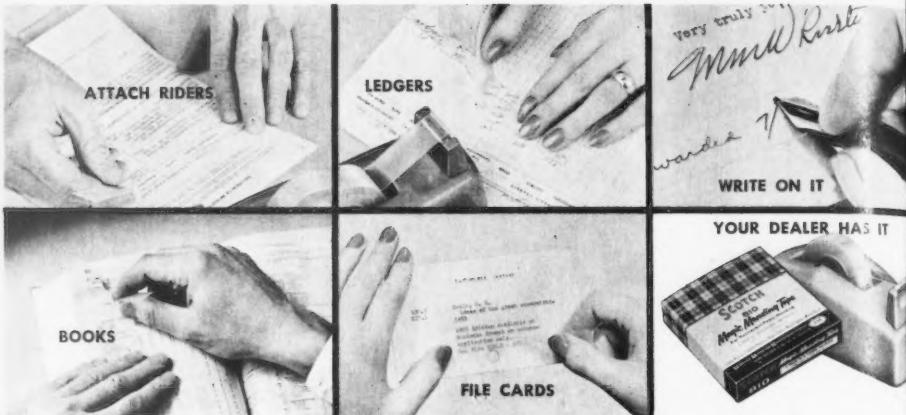
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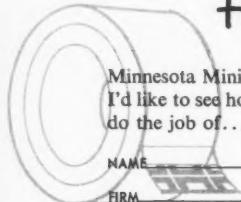
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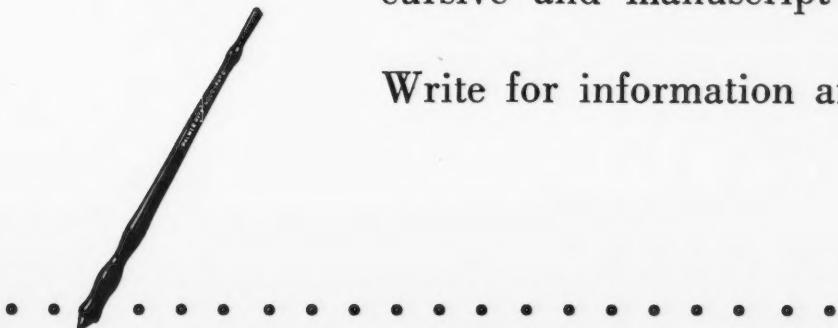
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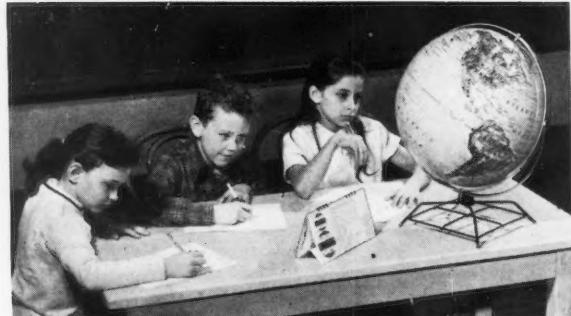
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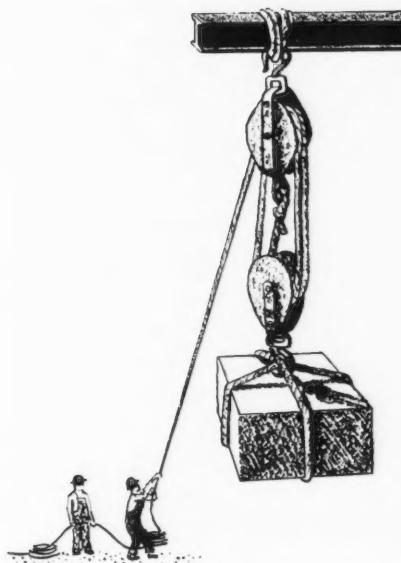
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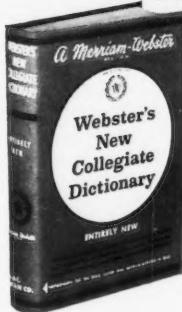
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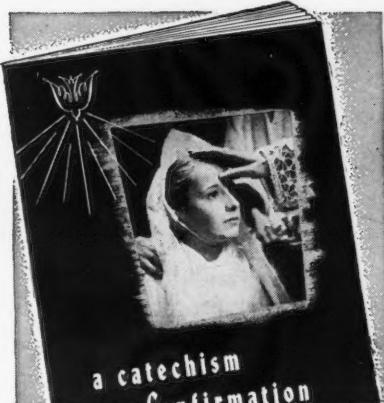
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The **Catholic School Journal**

VOL. 59, NO. 7

SEPTEMBER, 1959

The Teacher's Opportunity—1959-60

AN EDITORIAL GREETING FOR THE NEW SCHOOL YEAR!

■ We trust that, during the summer, your personality has had the benefit of stimulating re-creative activities. We trust that, if you went to summer school, you had the benefit of new knowledge and new outlooks instead of merely earning six semester hours of credit. We trust that spiritually you have had the gentle, nondidactic guidance of a retreat master who let God work in your soul so that you feel a personal ascension a little higher in the spiritual life. Thus you will be truly ready for the new opportunity to help 30 or 40 human souls, in co-operation with the grace of God, to become truly Christian. The guiding light of what this means is Pope Pius XI's statement in the *Encyclical on Christian Education*:

The true Christian does not renounce the activities of this life; he does not stunt his natural faculties, but he de-

velops and perfects them, by co-ordinating them with the supernatural. He thus ennobles what is merely natural in life and secures for it new strength in the material and temporal order no less than in the spiritual and supernatural.

This is a statement of the high responsibility as well as the great opportunity to join in the purpose of creation in co-operation with God and parents. No merely pietistic, nor formal, nor solemn performance of routine school keeping will achieve such a purpose. Every resource of the teacher's personality, growing in knowledge, in spirituality, in wisdom, will be effective in the process of teaching. Less than wholehearted dedication is unworthy of the teacher in any type of school.

And all this comes about because you are dealing with the child—the human person which is the only force in the

world making a civilization—or barbarism. These children now in front of you will be sitting in the seats of power in the next generation. One never knows where the influence of a teacher reaches or stops—if it ever stops. Often we have emphasized this point in a quotation from Simonds which contrasts the work of great people with the great work of the teacher. He points out the pleasure Agazzis had in digging among fossils, Thoreau's delight in studying bugs and beetles on Walden Pond, John Borrough's glories in studying birds and bees, and Luther Burbank's rapture in producing a sweeter rose and a fairer lily; but what are these compared to the teacher's work? All the pleasure, delight, glories, and raptures of these great men are not to be compared to those of the teacher. And so he concludes with a question which you must answer for yourself this year:

If these and other workers whose names are legion revel in the love of their work — then by what term shall we designate the joy that should be the teacher's, who works not with fossils, nor with bugs and beetles, nor with birds, bees, or flowers; but with the child who is at once the most complex, the most plastic, the most beautiful, the most wonderful of God's creation?

We hope your answer at the end of this year will be that of Simonds: "Yes, it is a wonderful thing to be a teacher; it is a great thing to teach school."

Teaching is a part of the process of truly Christian formation in which a child progressively approaches "the measure and stature of the fullness of Christ." We must see this as the purpose of our efforts to help the child on that great highway. But we must have a worthy conception of the child now — and who can express it better than Francis Thompson, whom we shall seek in the nurseries of heaven? To his question: "What is it to be a child?" he answers:

It is to have a spirit yet streaming from the waters of Baptism; it is to believe in love, to believe in loveliness, to believe in belief; it is to be so little that the elves can reach to whisper in your ear; it is to turn pumpkins into coaches and mice into horses, lowness into loftiness, and nothing into everything — for each child has his fairy godmother in its own soul; it is to live in a nutshell and to count yourself the king of infinite space; it is

*To see a world in a grain of sand,
And a heaven in a wild flower,*

*Hold infinity in the palm of your hand,
And eternity in an hour.*

How great your achievement may be is indicated in a book that should be reprinted in every generation, Sister Mary Jutta's *School Discipline and Character*.¹ She records the reaction of some children in the elementary school to teachers who lived up to the high vocation to which they are called. These reactions, which are given below, may inspire you, too, to your greatest effort.

The first one has all the unction of Browning's "benediction of sun and moon and stars":

She is the most wonderful creature I ever saw. I like her best because she treats all the children alike and does not have pets. When she smiles it is like the sun, moon, and stars. [7th grade girl, 12 years old.]

The second one has a kind of Elizabethan flavor with "Gosh, what a teacher!" and a romantic and joyful tone:

A certain teacher I liked best because she always had some new plan for carrying out the day's lessons. I can tell you these lessons were anything but dry. After lessons we always had a jolly time telling stories, playing games, etc. Boy! I liked that! When a boy was hurt and the blood was flowing freely, that teacher never lost control of herself just because she saw red. When a fellow got into trouble, she didn't say you are impossible, but she made you

¹*School Discipline and Character*, by Sister Mary Jutta, O.S.F., M.A., The Bruce Publishing Co., Milwaukee 1, Wis., 1930.

think that the class depended upon you, and if you didn't behave, the class would be lost. Gosh, what a teacher! [8th grade boy, 15 years old.]

And in contrast to a loudmouthed, yelling, scolding teacher is this child's paragraph almost recalling Shakespeare's "Her voice was ever soft, gentle, and low — an excellent thing in woman" — and in teachers, as this girl thinks:

Of all the teachers that have taught me, one has always kept her place nearest my heart. She is such a darling that I simply fell in love with her the first time I saw her. She had such a motherly care over her pupils that we all loved her. Whenever any of us had difficulty with anything, she helped us out in kindness. When she passed you, warmth and love at once entered your heart, and even the most coldhearted child was warmed by her presence. Her voice was soothing. [8th grade girl, 13 years old.]

And going now from this Sister with an Arcadian Evangeline spirit ("Her passing seemed like the ceasing of exquisite music.") we give a final example from Sister Jutta's book:

She was the nicest Sister I ever had. It seemed she was so nice she could maintain order without trying. All my boy classmates felt the way I did. She was too nice for us to do things in the classroom or out of it that we knew we shouldn't do. All the Sisters I have met are nice, but this Sister made you feel ashamed to do wrong without saying a word. [7th grade boy, 11 years old.]

Edward A. Fitzpatrick

Editor, CATHOLIC SCHOOL JOURNAL



— Photo, Mount St. Joseph Convent, Chestnut Hill, Pa.

■ "Most people," says Gilbert Highet, "are clumsy at . . . teaching not because they are stupid but because they have not thought about it."¹ Bad teaching wastes a great deal of effort, and spoils many lives which might have been full of energy and happiness. Through experience the teacher soon discovers that professional growth does not just happen willy nilly while his mind is diverted to some other problem. Unlike physical growth which takes place unconsciously, professional progress must be planned and coaxed.

"There can be no denying the fact," affirms Brubacher, "that the quality of one's teachers will more often than not be the most important determinant of the height and rate of rise which each generation attains."² It is of prime importance, therefore, that the teacher does not bungle his task by stunting his own development. Yet, it is not uncommon to find one who falls short of his potential performance because his professional growth has been arrested. The teacher has remained a tyro who is either marking time or retrograding. Is it deliberate mediocrity? Probably not. He merely drifts with the days, the seasons, the years, the successive classes of students. In the classroom he experiences a sense of futility and outside the class-

room a feeling of wasted effort. Professionally, he no longer grows or he has never grown because he has never thought about it.

Up to the 17th century teaching was considered an art which a person either had or did not have by nature; fortunately, we have now come to see it as a science in which we can progress. Carried away by the tempo of class drama, we may, however, sometimes fail to give to the problem of professional development the attention it deserves. Let us consider growth in knowledge, in classroom management, and in human relations.

The Teacher Continues to Learn

St. Thomas says that just as men become worthy of the episcopal dignity by the eminence of their charity, they become fit for teaching by the eminence of their learning. It is evidently preferable that a good teacher have many qualities besides learning; it is even true that, if his only qualification is mastery of his subject, he may flounder miserably on the ever present disciplinary reefs, but it is certain that without knowledge of his subject, a man cannot be a teacher. Without mastery of a particular subject, a man may very well be a true educator and a good influence in a school, but he cannot be a teacher.

State requirements, it is true, guarantee a minimum proficiency in the subject to

**Knowledge, communication
and empathy — all are
needed if a teacher is
to achieve —**

PROFESSIONAL GROWTH

By Brother Robert Alfred, F.I.C., Ph.D.

Dean, La Mennais College, Alfred, Me.

be taught, but if they are not exercised, the teacher's intellectual attainments will soon disappear. Teaching is inseparable from the need for greater learning, and every teacher should attempt to become increasingly more conversant with his subject.

But why, someone may ask, can a teacher not simply learn the rudiments of his subject, master them thoroughly, and then stop? First, because the higher levels of an important subject always enlighten its fundamentals. Blatant errors, not only by teachers but by professionals in other fields, are caused by badly digested half truths. Harried by a barrage of questions fired by ever-inquisitive students, some teachers lay down as gospel truths mere conjectures on matters which they should have thoroughly mastered. No one expects the teacher to answer expertly every question no matter how challenging; but every student, until disillusioned through repeated frustrations, is convinced that the teacher knows some of the answers beyond the curriculum. Second, knowledge is radioactive: it radiates influence. The nimbus of learning is one which is always respected by students. It intrigues them, challenges them, and awakens in them an urge to imitate. This ambition may later disappear, yet it is not rare to trace the intellectual hunger of students to an appetite stimulated by the competence of their master.

¹Gilbert Highet, *The Art of Teaching* (New York, 1950), p. 5.

²John S. Brubacher, *A History of the Problems of Education* (New York, 1947), p. 493.

The radiance of genuine knowledge extends to other spheres as well: it is a prop for discipline, an asset in guidance, and occasionally a salve for the burns of severity.

Young people resent adults because, among other characteristics, their minds seem to lack plasticity. Whenever youngsters meet a man who does not toe the line of routine, who tells them strange stories about novel aspects of the world, who injects unexpected "bounce" into their lives, who knows how to utter the "open sesame" on the wealth of the curriculum, they rally to his standard.

Develop Efficiency in Teaching

Expertness in a given field of knowledge, however, is unfortunately not a guarantee of classroom efficiency. The teacher must grow not only in knowledge but also in the mechanics of his profession. To know what to teach and to know what to do is not to teach and to do. To grow in his trade the teacher must continually improve in the use of disciplinary and methodological techniques.

Discipline is a two-edged blade; it may be a beneficial as well as a detrimental tool. The growth-conscious teacher always

lyzes the reaction of his students to his personal procedures that he can progress in this field.

The humorist Stephen Leacock once said that educational methodology was 10 per cent solid value and 90 per cent humbug mixed with wind. He must have had his tongue in his cheek or else he was looking at the catalogue of an educationist stronghold. Methods are important. There need not be a common method, but method there must be. After the teacher has prepared his subject, he has to communicate his knowledge to the pupils. If he fails in this, he has failed as a teacher. He may still be an inspiration for a few youngsters because of his brilliant mind or the charm of his personality; yet that will scarcely make up for his central failure. Communication is an essential function of civilization, and teaching is only one of the many occupations that depend upon it absolutely.

Adapt and Apply Methods

The reading of studies and methodological experiences made in subject areas is an incentive for the teacher to revise and vary his own classroom techniques. Pedago-

must be analyzed in order to discover the key of his success.

Teacher-Student Relations

From another angle, teaching is the impact of two personalities, and this brings us to consider briefly the teacher-student relations. In his study of great teachers Kelly lists their qualities as being in order: interest in students, knowledge or mastery of the subject, sympathy, helpfulness, character, personality. Four of the six characteristics are concerned with the problem of human relations. The great teacher Don Bosco repeatedly prayed: "Lord, make them love me so that they may love You." It is a fact that the influence of the teacher is superficial or nil when he is not emotionally accepted by his students. Not all teachers may have warm personalities, yet they must succeed in developing an interest in their charges. In some of them this interest in youth is a natural endowment; in the others it should be the product of Christian charity. It is easy to like the young, since their only faults are those which they are asking teachers to remove: ignorance, shallowness, and inexperience. Most teachers cannot count on being savants with self-illuminating reputations; it is necessary, therefore, that they enjoy the conditions of teaching, and unless they do, they will never become good teachers.

Psychologists have emphasized a concept which can be of great profit to the teacher: that of *empathy*. It is defined as the function by which one re-feels another person's feelings, or re-experiences his experiences; it is the well known practice of putting oneself into another person's place. The teacher who possesses empathetic knowledge avoids aiming barbs at his students because emotionally and mentally he can picture the repercussion of such remarks on the young; rather, he encourages and praises them.

We may conclude this point by remarking that the word of Our Lord, "Everything that you do to the least of My brethren, you do to Me," is in itself sufficient incentive to foster ideal relations between master and pupil.

The teacher's initial interest in his profession may have been ordinary or, if keen, may have been blunted by the abrasive routine of menial tasks. Yet, this does not justify an absence of progress: "The fault, dear friends, is not in our stars but in ourselves that we are underlings." The teacher enjoys his profession in proportion to his investment of time and effort — time and effort to extend the reaches of his mind, time and effort to improve his classroom procedures, time and effort to mold a more winsome personality.

SIX QUALITIES OF A GOOD TEACHER:

- Interest in students
 - Mastery of subjects
 - Sympathy
 - Helpfulness
 - Character
 - Personality
-

judges of it in relation to the pupils rather than to himself. He shuns garrulity as the plague. To resist the urge to pontificate requires more self-abnegation than most are willing to develop. Belligerence also undermines the teacher's influence. At first it may seem to cow the boys into submission, but they soon harden under the steady flow of browbeating invectives. Although they may smother their resentment, the urge for vindication smoulders in their breast. Moreover, it is on the part of the teacher a sign of immaturity which students enjoy witnessing and which they, at times, purposely provoke. When the teacher is "mad" youngsters as a group think it is hilariously funny. They do, however, respect firmness without anger. Concerning disciplinary measures much can be said, but it is only if the teacher ana-

gogical literature may not have the appeal of hair-raising "whodunits," but it is, nevertheless, very profitable. By wise initiative and careful imaginative planning the teacher can readily incorporate into the classroom situation the knowledge gathered from these professional journals.

Everyone familiar with the field of education knows with what efficiency Albert Lynd exposed the "superpros," the so-called educationists. Mortimer Smith is just as vocal in tabbing a large section of current pedagogical prose as "piffle." Yet, when the chaff is winnowed from the grain, there remains a good amount of sound professional literature whose content the teacher must try to assimilate. The qualities of the good teacher must be studied in books where they are aptly developed. The characteristics which make him great

When working with teenagers, remember

In Teaching Virtues, Accentuate the Positive

By Brother Charles Andersen, C.S.C.

Director of Student Activity, St. Edward's University, Austin, Texas

■ Teen-agers need a change of diet — religious diet. They are being subjected too much to negative religion. We teachers seek to cure an evil by dwelling on the horrors of vice, citing examples of objectionable movies, filthy literature, and questionable modern "styles" of fashion. Teen-agers are ripe for plucking — for the practice of virtue. Their youthful optimism lends itself as a natural vehicle for the reaching out to the practice of virtue. But, have they been given the credit for being very normal people capable of being truly good?

When a teacher looks out over his religion class he can be certain of one thing. The 40 or more "psychosomatic" characters in front of him are victims of original sin. From this fact anyone can make a very safe assumption — they are definitely having a struggle due to the results of original sin. The fundamental drives for possessions, power, and pleasure are in high gear. Perhaps one can also safely assume that the pursuit of these drives has already taken its toll in their young lives. The world, the flesh, and the devil are their daily companions — not necessarily by their own choice, but by the age of moral abandonment in which they live. If we are really to "educate" to lead out, then we shall have to appeal to their potential. We have to offer them something *positive* to help subdue the fiery factors that truly disturb them which, in turn, bring about emotional maladjustments that need not exist in the first place and that eventually distort their sense of values. Teen-agers are too often underestimated. They are capable of practicing virtue in a high degree — virtue in its real sense "a habit of good."

Virtue Is Positive

The first intimation that they get of our trying to present "virtue" as a personal goal and possibility will be received with

astonishment and even, perhaps, smirking incredulity as to our seriousness of intent. They have predisposed attitudes regarding virtue. They believe that such an achievement is only for those who are holy in the first place. Their stubby minds fail to grasp the idea that the "holy person" got that way by tackling the acquisition of virtue first. They do not have enough grasp on the theology of sanctity to realize that the mere blotting out of vice is not enough. One must pursue the opposite virtue if he is safely to stamp out the vice!

Sanctity Is Possible

A round trip to the moon for the teenager is a greater possibility than the attainment of virtue. They associate virtue with hours of prayer, lighting vigil lamps in the local church, eyes cast heavenwards, jangling rosary beads, and even self-inflicted physical torture. It is no wonder that their warped concept of virtue is symbolized by such external signs of "special inward grace."

The lives of saints for the most part (when a teen-ager gets around to read a snatch here and there during the annual high school retreat) depict a type of sanctity that offers a challenge even to the professed religious who is supposed to be treading the road to perfection. Bizarre happenings, long vigils, scourges, miraculous interventions, and various other supernatural manifestations automatically place "sanctity" outside the realm of possibility. The youthful hopefuls do not read with a discerning mind. They have not learned to distinguish between accidentals and essentials. Their proof of sanctity lies in supernatural manifestations. Unfortunately, some of the artistic concepts of St. Dominic Savio, the patron of youth, have distorted the real flesh and blood teen-ager, Savio. A picture of a delicate featured youth in a

black suit, hands clasped in prayer, and eyes cast upwards is thrust into the hands of confused youth. They are discouraged before they even start to think of virtue. Too often virtue becomes associated with something feminine and soft. The *vir* in virtue loses its basic meaning. The acquiring of virtue is in reality a *man-size* job taking a lot of courage and perseverance.

The teen-ager further believes that a virtuous life infringes upon his "good time." To him, happiness and virtue are incompatible; rather, virtue and the doldrums are the outcome. It doesn't take a teacher with a bit of initiative very long to penetrate such fallacious reasoning. Being a slave to sin offers a lifetime of acute unhappiness, and remorseful contemplation leading to a genuine and legitimate case of the "doldrums."

The pursuit of virtue restricts their freedom — they think. Naturally, they judge by their own standards of the here and now. The type of freedom they have in mind does not last too long with them. The "bonds" of matrimony anchor them eventually in quite a substantial way.

"Feeling" Is Deceptive

Undiscerning youthful minds fail to grasp the real meaning of words. Without a doubt, repetition, familiarity, and "faith" have caused them to accept certain words and their usage without thinking too deeply as to their real meaning. The common expression is that we "feel" sorry for our sins. Automatically, the teen-ager senses that he must experience some type of physical feeling, a type of feeling he would experience when he says, "I feel well today." This word "feel" tends to pull down the supernatural concepts and supernatural achievements to a physical experience. For them the proof of one's sorrow for sins depends upon the intensity of one's feelings of remorse, one's *feeling* of determination to amend one's life.

A bit of reflection will indicate that one cannot work up intense or even luke-warm "feelings" of sorrow for venial sins that are the weekly topic of confession. We can go further by saying that one who has fallen into a habit of grave sin fails in too short a time to work up intense "feelings" of sorrow. An intellectual concept of that word "feel" would stand in good stead. One does not necessarily feel sorrow for sins, but one must experience an *intellectual* conviction that the deed is wrong *per se* and that firm purpose of amendment is in order.

Use the Intellect

So it is with the attitude of "feeling" virtuous. Feeling is an emotional experience and therefore cannot be trusted as



The Sermon on the Mount

reliable or genuine. Approach the prospect of virtue from the purely intellectual standpoint. One can be well on the road in the practice of some particular virtue without having an emotional barometer to indicate the degree of virtue reached. A cool, calm intellectual pursuit of virtue is within a teen-ager's grasp. Divorce sentimental feelings from the intellect; then you have a trustworthy situation wherein a teen-ager can strive for perfection in his state of life without having to depend upon what he thinks is important — that "feeling" of doing good.

Once the teen-ager is put straight on the true fundamentals of sanctity, coupled with a strictly intellectual approach to the acquisition of virtue, he is equipped with a safe "mind-set" to consider his *obligation* to seek perfection according to his state in life.

Feature All Virtues

The general picture of modern youth would portray a big fermenting "glob" of sex captured in a structure of flesh and bones as if the sex urges were the only "gremlins" that infect them. Two other very powerful drives demand our attention. The urges for possessions and power constantly infiltrate their thinking and determine their actions. It behooves us then as teachers to feature all the virtues that oppose all the vices. This is a staggering task

especially when we consider that we ourselves after many years in the religious life still continue to fortify those needed virtues that the daily particular *examen* exposes to our view. High school living offers many obvious opportunities for the practice of virtue.

We dare not be discouraged regarding our own spiritual improvement, nor do we dare to be discouraged in trying to lead others to virtue. From the neophyte's point of view, discouragement is going to be his greatest hindrance to dogged determination in attempting to acquire virtue. Discouragement is the first tool of the devil. It eliminates hope, and with hope gone there is nothing left but despair. Had an Augustine, a Francis Assisi, a De Sales yielded to discouragement thousands of souls would have been deprived of the Beatific Vision.

A Temple of the Holy Spirit

In September of each year all teachers are mindful of the fact that a famous "cat and mouse" game is played for the first week or so of school. The teacher appraises his class, and the students mentally give the teacher the third degree. Strong points, weak points on both sides of the teacher's desk become apparent in an uncomfortably short time. Now is the time for the teacher to adjust his own "mind-set." Since the teen-agers are quick to discern attitudes, it

behooves the religion teacher in particular to assume positive convictions. Unless they are sincere positive convictions, students will soon penetrate the veil of sham. The prospect of practicing virtue will be startling to the high school novices in the spiritual life, but they will be inwardly flattered at this manifestation of an adult's faith in them. Previous classroom experience and past adult censorship have conditioned them to expect another year of "brimstone and fire." It is psychologically salutary to expect and presume they are good, or at least capable of making sincere effort in that regard.

They are given a stimulating "ego-boost" when the dignity of their own personal "self" is featured. Stressing the dignity of the individual, his own personal worth, his individuality as a particular person functioning as a part in God's plan give flesh and blood to the concept of their being truly a "Temple of the Holy Ghost." The "indwelling of the Holy Spirit" becomes more than just a pious phrase.

Expect to See the Good

The teacher is not without benefit from the *positive* approach. We are only too well aware of how our perspective is distorted by the very small percentage in the school that gives us cause for real concern. Such perspective can be brought back into clear focus when we find ourselves being convinced of the potential goodness in the very large percentage. Too, that spiritual "gimmick" of "purity of intention" about which we learned in our novitiate days becomes a practical functioning activity. When we expect to see the good, then it is easier to see our Lord in those with whom we deal. Dwelling on the negative in class makes us feel miserable and even inwardly "unclean." One comes away from class feeling that all he has really done is add more fuel to the fire. We have learned long ago not to expect tangible results in teaching things religious or at least to base our success upon tangible results. By being obsessed, submerged, and surrounded with the *positive* efforts we can at least come away from class knowing that we are doing something constructive to lead our charges to the perfection of their state in life. Too often we as religious feel we have the "corner on the market" for the practice of virtue and the pursuit of perfection. Our Lord in showing the way always spoke to the "multitudes," not just to potential religious. Spiritual utopia will certainly not be in evidence. Manifestations of the negative by many heartbreaking examples will gravely tempt one to lose faith in youth. This is exactly the time when they need to look up to someone who has faith in them. Our Lord in His public life had many occasions

to lose such faith. Had He done so, there would have been no Redemption!

The Beatitudes Are Positive

The best normal school for the training of teachers is to be found in the life of our Lord. Principles, techniques, motivations, repetitions fill the New Testament. Our Lord, Himself, saw merit in the *positive* approach. Even a bloody sweat in the garden betrayed His one very grave temptation to discouragement. Our Lord was certainly aware of the hypocrisy, duplicity, immorality, and simple human weaknesses of the multitudes who followed Him. But the meek Christ does not assume the role of a belligerent, hotheaded reformer. On one occasion His meekness gave way to justifiable anger. His wrathful action drove the money changers from the Temple because they were transgressing the rights of someone else. But for personal sanctification He offered the refreshing, calm injunctions of the Eight Beatitudes. The recital of them defies emotional oratory! On the day He was accosted by an inquiring mind asking which is the greatest commandment, He simply stated an elementary principle, "Thou shalt love the Lord thy God with thy whole heart, and with thy whole soul, and with thy whole mind. This is the greatest and the first commandment. And the second is like it. Thou shalt love thy neighbor as thyself." The simplicity of His recipe for holiness was staggering. He did not draw Himself up to His full height and with menacing clenched fist demand, "Thou shalt not steal, thou shalt not commit adultery," as was probably expected. The Eight Beatitudes give direction to our life in the practice of virtue, and if practiced faithfully they help subdue the potent urges within us to do evil.

Our Lord Spoke to Multitudes

As religious, familiarity with our Lord's life and His teaching has narrowed our concepts. We apply His teaching only to ourselves as religious, forgetting the fact that He was preaching to the "multitudes." From our Lord's own words we learn that those who comprised the multitudes were expected as individuals to seek for that perfection required by their state in life. Religious have no monopoly on virtue!

Without a doubt many religious teachers stress the *positive* in their teaching and by the example of their lives. But much yet remains to be done, without fear, without human respect. Hundreds of books have been written for religious on the fundamentals of the spiritual life. The market is wide open for such books and pamphlets slanted to the tempestuous life of our teenagers. "The harvest is great," but the courageous writers are few!

Part VII. Organizations Serving Catholic Education

The Catholic Art Association

By Sister Mary Janet, S.C.

Commission on American Citizenship, Catholic University of America

■ In an address to a group of Italian artists on April 8, 1952, His Holiness, Pope Pius XII, emphasized a certain intrinsic affinity of art with religion, pointing out the impairment to art itself which would result from any denial of its relation to religion. Artists, he said, are interpreters of the infinite perfection of God, and of the beauty and harmony of God's creation. Thus the function of art must lie in breaking through the narrow enclosure of the finite, and in providing a window to the infinite which may truly satisfy the hunger of the human soul.

A consideration of the sublime role thus accorded to the artist justifies the concern of many Catholic artists over modern trends in which an apparently triumphant secularism has substituted the pursuit of power, wealth, pleasure, and fame for the love of God and neighbor. To counteract the seduction of secularism, the *Catholic Art Association* came into existence in 1937.

Organized with ecclesiastical approbation, the Association aims to foster a true understanding and good practice of the arts among Catholics, to renew the sacred Christian spirit in all the arts, including those that provide for the necessities of everyday life as well as those that are specifically ecclesiastical. Considering the controversy and confusion that exist today about what is good and what is bad in art, it is not surprising to read in a report of its first decade, that the Association passed through trials that threatened its very existence. Not only has it survived, but today it moves on with enlarged membership, more effective organization, and higher hopes than ever before in its history.

National Conferences

Annually since its inception the Catholic Art Association has held a national convention in some city in the United States. Leaders and speakers are among the finest Catholic artists of the nation, and many important liturgists have manifested an active interest. Indeed the entire convention is conducted in the spirit of the modern

liturgical movement, since art must serve the liturgy in a truly Christian spirit. Frequently the convention has been held close to the time of the National Liturgical Week, in order that persons who are interested may more easily and more economically attend both conventions. Ordinarily a Catholic college acts as host, and in August, 1958, gracious hospitality was extended by Our Lady of Cincinnati College in Cincinnati, Ohio.

Local Units and Diocesan Groups

Formerly the association sponsored eleven regional units designed to bring the Christian message to more people. At present, however, these are being replaced by smaller groups which originate directly at the grass roots level. Five or more members in one locality may form a local unit. When there is more than one local unit in a diocese each unit chooses a member to act as part of a diocesan group. All units are thus brought into stronger unity under a diocesan chairman and may foster interest in the association and work for the achievement of its aims in whatever ways are feasible in a particular locality.

Administration

Patron of the association is a member of the hierarchy of the United States or Canada, who accepts an invitation extended by the president. The executive board consists of the president, two vice-presidents, an executive director, an executive secretary, and the chairmen of eight standing committees. Nominated and elected as a group on one ballot to hold office for four years, the officers of this board assume their duties at the time of the annual meeting. Rev. Thomas Phelan of Troy, New York, is the current (1958-59) president.

Co-ordinator of the work of the Association is the executive director, an office now held by Robert Feild of Cambridge, Massachusetts. The continuing work of the Association is done by the executive secretary who manages the central office. This work is capably performed by Mrs. Nelson Mercer, Buffalo, N. Y.

(Concluded on next page)

Publications

The chief publication of the Association is *The Catholic Art Quarterly*, which is sent to all members. Nonmembers may also subscribe to the magazine. Its price is \$5 per year, with special rates to students of \$2. Intended primarily for teachers and students of art, this scholarly quarterly publishes many articles of general interest on modern trends in art, on critical evaluation, and on appreciation in art. The editor is one of the nation's most eminent Catholic artists, Mr. Graham Carey, of Newport, Rhode Island. Another publication which started in the spring of 1959 is *The Catholic Art Teacher*, a bimonthly magazine published during the academic year at \$3 or \$1 for students. Reprints of many significant articles by Graham Carey, Clemens Schmidt, Ade de Bethune, and Rev. E. M. Catich are available.

The Catholic Art Association Medal

In 1957 for the first time the Catholic Art Association recognized an artist whose work exemplifies to an unusual degree the principles of normal Christian art which the association exists to promote by the awarding of the first Catholic Art Associa-

tion medal to Miss Lauren Ford, Sheepfold, Bethlehem, Connecticut. The 1958 award went to John V. Kilbride, Ditchling Common, Hassocks, Sussex, England, maker of vestments. The award may be made annually either to an artist or to a philosopher, citizen of the United States or of a foreign country who has been especially successful in clarifying Christian principles.

Who Should Belong?

The Catholic Art Association naturally makes its strongest appeal to the artist or teacher of art. Yet membership is open to all, whether Catholic or not, who endorse its principles and aims. This encouragement for all types of people to become members is understood in light of its philosophy. "Art being a virtue of the mind," says the constitution, "we see that every man is by nature an artist."

According to principles long accepted by the Association, art is a virtue of the practical intelligence; artists are not a special class in society; rather all men and women are artists when rightly engaged in production of any kind, with the aim of promoting truth and goodness.

In societies whose institutions are gov-

erned by traditional principles, a good productive practice does not need an explicitly formulated artistic theory, for its principles are implied in the customary methods in use. In contemporary society, however, where secularism and pragmatism are prevalent, the average producer needs a clearly stated philosophy of art. The Association aims to develop a philosophy.

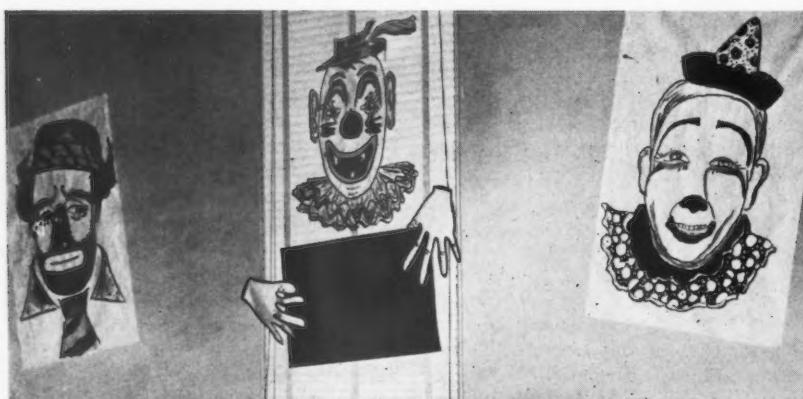
Since it would greatly improve the world in which we live if all people understood and accepted their obligation to be artists—that is, to perform well whatever they have to perform, whether it be a painting of a picture, building a house, making an omelet, or digging a ditch, it could be most valuable if more Catholics understood the principles of right making. The educated Catholic, and in particular, priests and teachers, would profit immeasurably by even the casual contact with artists which comes from the *Catholic Art Quarterly*. It is highly interesting, at times even fascinating. To artists it is indispensable, and many non-Catholic artists have found it a guide to sanity and strength. Your inquiry about it may be addressed either to Robert Feild or Mrs. Nelson Mercer, 53 Ridgewood Road, Buffalo 20, N. Y.

Art SPEAKS A UNIVERSAL LANGUAGE

■ The third year art classes in our school have been experimenting with paper and have found new and different things to do with it. An experimental attitude toward materials gets exciting and fresh results. After folding paper shapes that seemingly pleased and inspired the creators, the next

problem was to decorate. Hand-drawn letters, photographs, and torn pieces of colored paper were used to illustrate and design these folded papers.

Extra assignments turned in by art students in English class show that the problems met in English assignments integrate



Smiling clowns, sculptured in paper, adorn the cafeteria.

previous art training. Miss Elaine Tighe used paper folded into fourths with a remaining small part on which she lettered the title. Hand lettering is featured in the design of the pilgrims from Chaucer's "Prologue to the Canterbury Tales."

The next problem for the art students was paper sculpturing. Some of the figures constructed began to resemble clowns, so clowns they became! Experiments seem to develop and foster creativity, originality, and initiative. It was suggested that the clowns could decorate the tables in the school cafeteria, and this led to painting murals to decorate the walls using a circus theme. The student council sponsored a SMILE day for the entire school since the cafeteria smiled with clowns. The whole school is now smiling with the art student.

By Sister M. Gerald, S.S.N.D.

Rosati-Kane High School, St. Louis, Mo.

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From Hawaii comes this account of

The Spalding Method of Successful Phonetics

By Sister Martha Mary, C.S.J.

St. Joseph's Novitiate, St. Louis 11, Mo.

■ East and West meet in Hawaii and shake hands cordially. The diversity of cultural influences is borne joyfully; but there is a definite language problem. English is the accepted language; yet because of the many nationalities that speak it, it is often spoken incorrectly. A kind of distinctive lingo known as pidgin, which grew out of the need for communication with people unfamiliar with English, has remained to color the speech of everyone. This accentuates the problem of teaching reading in Hawaii, though basically the same problem exists throughout the United States. Hawaii has found a solution. It is

the Spalding Method of teaching the language arts.¹

The Spalding Method is named for Mrs. Romalda Spalding who has been using this method for the past twenty or more years to teach children who are considered non-readers by other teachers. She herself learned the method from the late Dr. Samuel T. Orton of New York. It was in the fall of 1952, more than two years before the discussion over Johnny's reading reached its height, that the Catholic School

¹See *The Writing Road to Reading* by Romalda & Walter Spalding. Published in 1957 at \$4 by Whiteside, Inc., 425 Fourth Ave., New York 16, N. Y.

Department in Hawaii decided to try Mrs. Spalding's method of teaching the language arts. With mixed feelings, about sixty Sisters and Brothers gathered for the introductory course. Some veterans in the teaching field thought they were to be subjected to another course in remedial reading, and the prospect was not exciting. No doubt it would be as ineffectual as other such courses had been. Rev. John H. McDonald, S.M., superintendent of Catholic schools, introduced Mrs. Spalding with the caution: "Do not make a judgment until you have taken the course. I think we have something here." Before long everyone agreed.

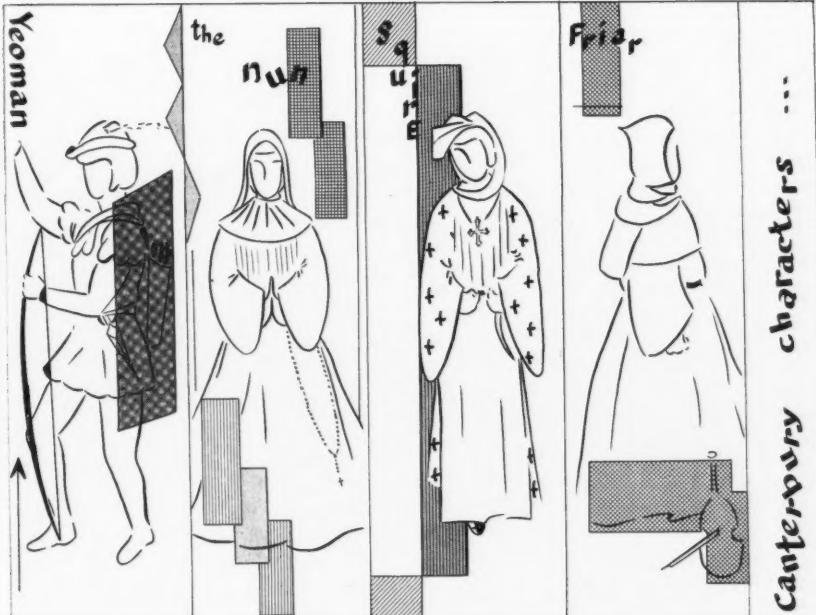
Before the opening of the fall session in 1953, Father McDonald asked for volunteers to use the method in their classrooms in order to determine whether this method used so profitably with individuals would be successful with an entire class. Control and experiment classes were chosen and matched as closely as possible. This could not be done on a strictly scientific basis, for a diocesan testing program had not been established at that time. Choice was determined by estimated mental and environmental factors.

In September, 1953, a testing program was inaugurated. *Metropolitan Achievement Tests* were administered to participating experimental and control classes. Other forms of the same test were given in May, 1954. At that time Father McDonald thought the experiment should be continued another year because of the extraordinary progress made by the use of the Spalding Method and also to prove whether or not such progress would continue. Rev. Daniel J. Dever, having taken his master's degree in education at Catholic University, succeeded Father McDonald as superintendent of Catholic schools in August, 1954.

The experiment went on. *Metropolitan Achievement Tests* were administered in October, 1954, and again in May, 1955. The results were amazing to the extent that Father Dever asked all the primary teachers to prepare themselves to teach by this method. Teacher-training courses were given so that, beginning with the 1955 school session, the teachers of grades one, two, and three might be ready to use the Spalding Method.

The Spalding Method

What is the Spalding Method? It is a comprehensive presentation of the basic sounds of the English language as they are spoken, written, and read. Within a few months the child is equipped with a knowledge of the 71 basic phonograms of the English language and is able to put them together into words. He learns the whole word, not in the ambiguous sense



Four characters from "the Canterbury Tales" as visualized by one of the art students.

Grade One. Metropolitan Test results on word meaning and average achievement for the experimental and control classes on the island of Oahu.

	Word Meaning		Average Achievement			
	Experimental	Control	Experimental	Control		
More than a year above grade level	264	71%	98	30%	217	59%
At or within a year above grade level	88	24%	155	47%	135	36%
Below grade level.....	19	5%	75	23%	17	5%
Total number of children tested....	369	100%	328	100%	369	100%
					328	100%

of sight reading, but in the real sense of knowing each constituent part. Naturally a child who experiences no difficulty in reading will need to sound a word a few times only, and he will have committed it to memory so that it then becomes a sight word for him. Children with severe difficulty in visual recall, which is often the cause of poor reading,² are enabled to capitalize on their strong auditory recall reinforced by kinesthetic training. The child who experiences difficulty has trouble ordinarily because he cannot remember the word when he encounters it again. However, if he knows the sounds, despite his poor visual recall, he can pronounce the word and arrive at meaning through auditory recall. Normally the word will already be a part of the child's hearing vocabulary. What was known through one sense is now common knowledge of both senses through the correlation of sight and hearing. This method of word recognition directs the child in the use of his total sensory process. The child thus becomes master of the learning process, gradually becoming independent of the teacher and her techniques.

As soon as the child has mastered a few vowels and consonants, he learns to make words. Each day he learns to spell and write as many words as he can, usually 15 or more. These are taken from the *Ayres List* which contains the most frequently used words in the English language, hence the basic vocabulary of the books the child will read. He is required to give sentences in which the words are used so that the teacher can be certain the child understands the correct meaning. This process makes clear to the child that the words he is saying can be recorded in symbols which he or some other person can decode at a later time. Experimentally he is made aware of the fact that thoughts are expressed in words, either spoken or written. Daily and periodic retesting takes place. When the child has acquired a sufficient vocabulary, he begins to read from books, though long before that he

has been reading what he himself has put into the code of language.

Spelling, then, is absolutely indispensable in the Spalding Method and constitutes proximate preparation for reading. The correct use of the method produces excellent spellers, for, as has been noted, as soon as the child has a start in the phonograms, he immediately begins the study of the *Ayres List*. In applying the principles of sounds, he is not left to his own devices. By learning which phonograms to use in the words he spells, he does not fall into the pitfalls of indiscriminate phonetic spelling. His intellectual powers are brought into play, for he must know the reason for adding silent e, for using oi instead of oy, and other interesting aspects of words. He is shown how to add endings to words and how to separate them into syllables. In fact the heart of the Spalding Method lies in the positive necessity of thinking while using language. Once this attitude of mind is established, every subject in the curriculum benefits. Father Dever expressed this thought in his Bulletin of March 21, 1956, addressed to the Administrative Council and teachers of the diocese:

"Our prime purpose in the elementary schools is to teach children to think—to develop the intellectual virtues. Reading is fundamental to this growth and development. The phonics program is absolutely necessary if we expect to achieve maximum success with the whole group."

As would be expected, the ear training the child has received unfailingly reflects in his language. His speech becomes clear-cut and distinct. Confusion in word recognition which could result from incorrect pronunciation of vowel sounds in particular, is reduced to a minimum. Besides, the children become enamored of words and take untold joy in enlarging their vocabulary.

Sight and Hearing Co-ordinated

A very significant difference between the Spalding Method of teaching reading and the method suggested in most basic readers is that of word recognition. According to the Spalding Method, the word is recognized by sound when it is first taught. As was mentioned above, a child who has little or no difficulty in reading, then masters the

²Many factors must be considered when diagnosing the cause of reading disabilities. Here it is taken for granted that children who have defective vision, hearing, and the like, will be discovered and given medical treatment. We are speaking of children who fail to read even when all factors seem to be favorable.

word and it automatically becomes a sight word. He does not re-sound it whenever he sees it, but he could if he were asked to do so.

Recognition and Comprehension

How often it has been said that those who teach phonics (a word understood so variously) care nothing for comprehension! Word-calling is their sole objective. The truth is that simplifying the initial recognition of the word is the first step toward comprehension. The meaning is locked up in the words. No word recognition—no comprehension. When the words are easily recognized, the teacher can spend all her time teaching meaning and comprehension.

What was discovered from the testing program? It immediately became apparent that, previous to the experiment, a large number of children had not been making a year's advancement within a year's time. Somewhere there had been a leakage. Secondly it was noted that the first grades taught by the Spalding Method scored higher class medians than those which were not. The number of children more than a year above grade level was astonishingly high and there were few failures. The accompanying table demonstrated these facts. These children in beginning second grade scored class medians higher or almost equal to those of beginning third graders who had not learned the Spalding Method. Most interesting of all, it was found that the teachers did a better job of teaching when using the Spalding Method. The comparison between the second and third grades proves this. These were teachers of 20 years' experience, highly esteemed in their profession. In their second year of using the Spalding Method they had even better results. None of them would return to their former methods.

Remarkable Progress

Now let us consider the third grade. The medians in classes taught by the sight reading method, or even other phonetic methods, in first and second grades were almost always below the grade norm for beginning third grade. After a year of the Spalding Method the classes so improved that the medians were above grade norm in nearly all subjects.

The children in fifth, sixth, and seventh grades made remarkable progress. Class medians at the end of the year equaled and often far surpassed the grade norm in nearly all subjects but with tremendous effort owing to the delayed start. Before progress could begin, much had to be undone. Ingrained guessing habits had to be broken; inattentiveness as a defense mechanism had to be overcome before those experiencing difficulty could be helped. The

method became remedial in these grades. The graphs depicting their progress resemble Gothic cathedrals. One can sense the tremendous energy of the teachers aiding these children to achieve the success of which they were capable.

The lowest marks in the fifth, sixth, and seventh grades occurred in history, geography, and literature. This is understandable since a high mark in these subjects in an achievement test presupposes a wide reading knowledge over a fairly long period of time. If a child has been handicapped in reading, it will take time for him to catch up in these subjects. In spelling, English, and arithmetic, progress will be rapid.

Knowledge Depends on Reading

One reason for continuing the experiment was to see whether the children's progress would continue or reach a leveling-off point. It continued, the gains of the second year, in nearly all cases equalling or surpassing the first.

Which children profit most from the Spalding Method? Everyone does, according to his native ability. The progress of every fifth child in all the classes participating in the testing program was charted. In many cases the top child gained three or four years in nine months' time. If he was already scoring far above

grade level, his gain could not always be measured. The remarkable progress of the superior and gifted group proved to those conducting the experiment that a knowledge of the sounds of language quickly develops initiative in the acquisition of knowledge. The latent talent of these children is brought to the fore with all possible speed. The middle children gained from one to two years, and the lower group about a year. A few gained less than a year. A year's progress in a year's time may, at first sight, not seem to be a significant gain; however, for a slow learner it is no small achievement. Who has not met fifth graders or even eighth graders doing third-grade work? Would this be the case if the child had always gained a year within a year's time? In the individual analyses of the classes, it was noted that, if a child failed to gain more than a year, he lost his rank in the upper and middle thirds of the class. A year sufficed to hold it in the lower portion of the class only.

Spalding Method Complete

A unique advantage of the Spalding Method is its completeness. *The child within a few months after entering first grade is able to read, spell, and write.* He will grow more fluent and expert as he applies the principles he has learned, but

from the beginning he has the key to language in his possession. His task is a definite one. It has definite limits and a definite goal. For an older child who has not yet mastered reading, the knowledge that he has only 71 phonograms to learn comes as an immense relief which furnishes motivation for renewed effort. He realizes that his problem has definite boundaries. He is not at grips with an unknown quantity impossible to measure.

In other methods, sounds are taught but in an incomplete fashion or so slowly over a period of years that the child is constantly coming upon unknown portions of words which he must necessarily guess or be told. How else would he know? This procedure is sometimes called "intelligent guessing." Whether or not it is intelligent to guess words when reading, can be seen in the fruits of the reading. The child needs to know all the sounds — and quickly. He needs to have the intellectual satisfaction of knowing that he knows!

Is the Spalding Method magic in producing results? Not at all. It presupposes two conditions: a teacher trained in the method and a teacher willing to sacrifice herself. The only magic in the method is that of persevering hard work. The teacher works, and the students work — to capacity. Potential is actualized. You can call that magic if you like.

isolated classrooms with isolated teachers.

Faculty members should leave every meeting with some general principle or point of view which becomes then a permanent part of their professional equipment. It should be the aim to have every meeting result in a better school here and now, to be a time when ideals, objectives, standards, purposes, and aims of the school are vitalized and made concrete. Instructional phases should dominate, but co-operative consideration should be given to the administrative, supervisory, and public relations aspects of the school.

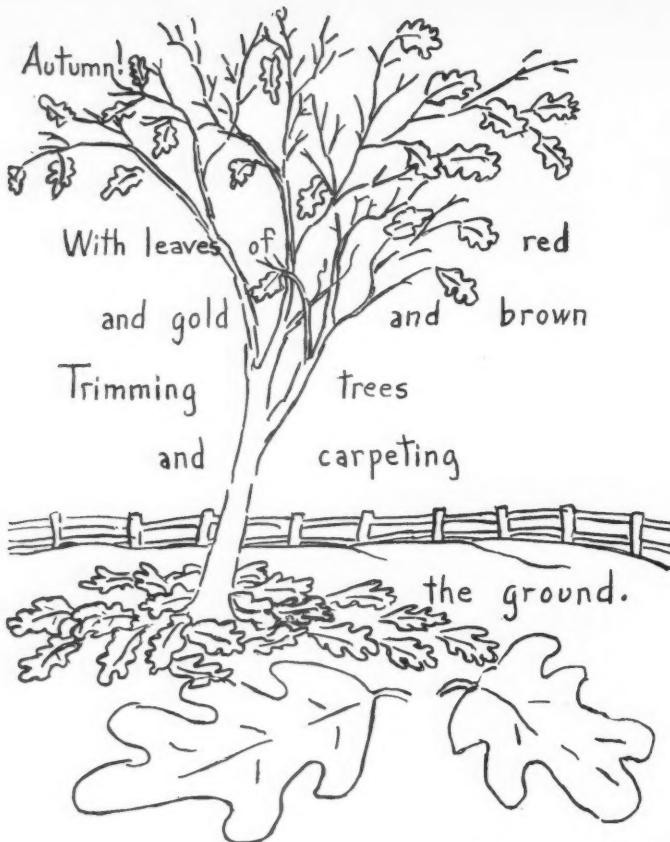
A second objective of the faculty meeting is to promote *growth in service* by providing a standard medium for exchange of ideas. Every meeting should renew the teacher's faith in her vocation and pride in her profession. It should reawaken her ambition to do superior work, increase her professional knowledge, and inspire her with new zeal and eagerness for creative work, and strengthen the bond of unity with her fellow teachers.

Teacher growth comes from the studying, planning, executing, and criticizing of

A Program of Faculty Meetings

By Sister Claire, O.S.B.

Saint Paul's Priory, St. Paul 2, Minn.



— Sister Benedict Julie, S.N.D.

plans and procedures. The teacher is a learner. The moment she stops learning, that moment she ceases to be a teacher. Not only the acquiring of wisdom that comes from living, from associating with other human beings, but the acquisition of knowledge in a more restricted sense is a teacher's reward. The broadening and deepening of one's cultural background is an inevitable consequence of well planned, well conducted faculty meetings.

Furthermore, good faculty meetings are a training ground for teachers to become active participants in P.T.A. and civic groups. The era of teachers as mere spectators has passed. They must have practice in learning how to think on their feet, and faculty meetings provide this practice.

Planning of Faculty Meetings

The initial planning of the meeting is very largely the work of the principal, though every individual teacher must assume her share of the responsibility for its success. Ordinarily the principal is the best informed member of the group on educational and professional trends. She should take the time to keep abreast of the trends of the time. Consequently she as the leader of the group is always at least one step ahead (as every leader is) of those whom she is trying to lead.

The principal has access to professional literature which the busy teacher has not, so a wise principal will not try to shift the responsibility to her teachers under the guise or cloak of democratic co-operation. No doubt many teachers have had the experience of sitting through a series of reports by mediocre students arranged by a slovenly instructor who failed to understand her role as teacher. Similarly a faculty should not be subjected to a series of unrelated lectures by fellow members. The principal must assume the greater part of the responsibility for the success of the meeting, although, if the meeting is going to achieve the best results, the principal will secure co-operation of the faculty in its planning as well as in its execution.

Each meeting should be carefully planned as to content and sequence. Meetings must be not merely interesting but productive. A calendar should be prepared for the year for group meetings as well as for the general teacher meetings. Faculty co-operation should be secured in the selection of topics. This selection should be determined by local needs, the problems pertinent to a particular school. From a great number of possible topics, one might list: a diagnostic testing program, a self-evaluation of the school, a study of the specific locale where the

school is located, a research project on technique, a follow-up on graduates, an intensive study of the school's curriculum, school-home relations. Occasionally an expert speaker may be procured for the meeting, but it would be most unfortunate to have a lecturer for every meeting.

A passive group of teachers summoned to a 45-minute session without previous knowledge of what is to be discussed is not likely to be very receptive or productive. Teachers should not be asked to vote on a question if their vote is to be ignored. If the principal wants merely a consultative vote or a collection of opinions, the teachers should be told this beforehand.

Proceedings in a Meeting

The technique or procedure to be followed in a faculty meeting lies somewhat between a wholly formal procedure and that of a sewing circle. In the latter case it is a travesty of justice to ask busy people to take an hour or so from their crowded schedule for a "gab fest," unless one calls it that and indicates the attendance is entirely voluntary.

Over-formality tends toward reserve and interferes with unrestrained participation. However, in the adoption of policies and in the drawing up of rules, parliamentary procedure must be observed and the records of such meetings preserved in correct parliamentary form. Providing the members with copies of the meeting and summaries of discussion tends to insure a permanent stimulus for co-operative activity in improving the school. New faculty members, moreover, should have a written guide of school policies. Frequently the principal, by means of her bulletins, can supplement the faculty meetings with references to professional literature dealing with the topic of faculty meetings. The chairman or principal should prevent the following types of persons from dominating the discussion:

1. The person who habitually thinks only of the negative aspects of whatever is under discussion.

2. The person who is concerned chiefly with details that common sense should decide.

3. The person who opposes anything that is new or different, just because it is new.

It is the principal's task to see to it that discussions do not degenerate into pointless, boring, irrelevant talk. This will hardly happen if the plans for the meeting are well made long in advance. To reach decision in solving problems requires that all members approach the problem with open minds, a willingness to consider new evidence, and a determination to co-operate to accomplish the goal.

Besides the general faculty meeting,

every school should make provisions for sectional, committee, or informal meetings. Much time is saved when teachers of the same grade or school level meet to discuss problems common to them, but of no immediate concern to the group at large. There is a freedom of expression possible in these smaller groups which might be inhibited by a larger gathering. The recognition and solution of the problems of beginning teachers can generally be more successful in these smaller groups.

Likewise much time is saved when the principal refers matters of routine or discipline to a committee for investigation. These group meetings should either formulate general principles or give suggestions for immediate solution of problems. The report of this committee, with the principal's approval, might then be presented to the faculty for further discussion or approval.

Ordinarily, matters of policy are discussed by the faculty as a whole (unless a definite committee is appointed for such a study). It is not necessary to elaborate on the dire consequences which result when a group of teachers undertake to spend the time of their meetings in criticizing and denouncing the policies of the administration. The morale of such a school will be in a very hazardous condition. Unless there is some formality, some organization, group or committee meetings can become disastrous.

Frequency and Length of Meetings

No school can operate at its best without frequent meetings of its teachers on a regular schedule with a definitely planned program. Though there are schools (reputably good schools) where meetings are held at irregular intervals, no one would want to deny the fact that possibly the efficiency of these so-called "good schools" might be greatly increased by frequent, worthwhile teachers' meetings. Is it possible or probable that any group could develop or retain enthusiasm for a cause if its members did not get together every few weeks to compare notes and to re-evaluate their procedures? There are big, fundamental principles in the teaching profession that need to be revitalized frequently to keep up the morale of a group harried from morning until night by minor details and petty annoyances.

Determining the time of the "best hour" for teachers' meetings is entirely dependent on local conditions. In general one may say that a time should be chosen which is most suitable for all, knowing that there will always be some inconvenience for some one. However, it seems just plain common sense that everyone should avoid

belaboring the "inconvenience angle" but should rather stress the positive approach; namely, the invaluable merits of faculty discussions.

How long should faculty meetings last? If constructive, thought-provoking discussion is in progress, time is not the most important element. The meetings should not be hurried just for the sake of getting through at the sound of the gong, neither should fruitless meetings be prolonged so as to fill the allotted, scheduled time for the meeting. Without committing oneself to a dogmatic statement, it is known that animated faculty meetings have been held where the interest and enthusiasm was still high after an hour and a half.

Should teachers' meetings, as a matter of course, include a social hour? As a rule, one's social life and professional duties do not mix. Faculty meetings should not be sugar-coated. However, a few times a year, it ought to be possible, even in a busy school, to arrange a schedule by which a faculty meeting would be followed, say, by a buffet supper or informal tea in the school cafeteria. If the faculty meeting has been what it should be, that social hour will be just a continuation of a stimulating conversation.

Religious life presents uncounted oppor-

tunities for informal meetings — opportunities denied to lay teachers. One of this writer's pet peeves is the interpretation or implication of the term "shop talk" which is universally banned during recreation periods. If "shop talk" means a recounting of gripes and petty annoyances, by all means, forbid it, but if "shop talk" implies an intelligent discussion of professional or educational matters, who has a better right and duty to make such topics the basis of one's conversation? There is no justification for the inane level of conversation of many teachers. Obviously one should not advocate that teachers have one-track minds; quite the contrary. Topics of conversation of a teacher give evidence of her liberal education, or her lack of it.

Evaluate Goals

Finally, not only must the principal make careful plans for the faculty meetings well in advance of the opening of the academic year, she must likewise provide for an evaluation of the meetings at the close of the year in terms of realization of the goals set up at the beginning of the term. Attempting to measure results in a strictly scientific manner is obviously undesirable as well as possible. It is nevertheless imperative that the faculty face reality, and honestly make a self-evaluation.

Develop Students' Initiative

Acceding to the demands, now swelling, for a toughened curriculum can take various directions, some wholesome, some distorted. Among the criticisms currently leveled at the educational system, I think David Sarnoff's hits close to the mark. "Thinking is a most important and a most neglected art," he says. "One of the criticisms I would suggest against our present system of education," he concludes, "is the lack of training in the art of thinking."

I would feel that the toughening of the curriculum could most profitably take the direction, not of experimentation among new subject areas, but of intensification of the basic subjects now found there; not of specialization in limited subjects, but of enrichment of each area. I think much harm was done because of the misconception, once prevalent, that because a boy had a flair for language and writing, he should be steered into related fields only, to the total exclusion of science — it being erroneously assumed that as opposites the two branches could not be reconciled in the one student.

For that same reason, I am reluctant to admit much value in the highly praised system of individual student programming, when it is based on the assumption that a student, particularly gifted in mathematics, but not as gifted in languages, let us say, should be programmed with a fast class in the former, and with a slow class in the latter. Since his education at the secondary level is not as yet specialized, he should not be indirectly forced into that specialization by the different degree of challenge offered in the two courses.

By Brother Hilary, C.F.X.

Xaverian High School, Bay Ridge, Brooklyn 9, N. Y.



JESUIT Education Around the World

By Rev. William J. Mehok, S.J.

Headquarters of the Society of Jesus, Rome, Italy

■ For more than twenty years this writer has been vainly in search of a world survey of Catholic education. He is not yet willing to give up even though the end is achieved in a roundabout way. The spread of the Church in many culturally underdeveloped countries of the world will depend upon more sophisticated neighbors or even heretofore strangers. In any event, the knowledge must be available when action is to be taken.

In the international educational field, such facts are gradually being assembled by the United Nations Educational, Scientific, and Cultural Organization. That agency for many reasons must refine discovered gold, not prospect for it; hence, the emphasis at present is on public education where the ore is abundant, to the neglect of private, and especially church-related, education where for one or another reason little research has been done. A breakthrough must be made somewhere. It is my personal opinion that it is impracticable to combine a number of national surveys. Until some uniformity in terminology and classification has been achieved, I believe a better starting point is to combine a number of international surveys of organizations within the Church that conduct schools in several countries.

Definitions of Terms

The first job is one of definition, of setting boundaries to what is included and what is excluded. Concepts must be a bit broader than those to which we are accustomed since we must allow for accidental differences among countries. For purposes of this report, by an educational "institution" I mean all the schools under the same director. This may mean one school or a cluster of them. By "schools" I mean the basic, ultimate, elementary units offering formal education, which combined constitute an educational institution. By "formal education" I mean that offered in a fixed place, by a definite teacher or group of teachers, to the same group of students pursuing a predetermined program of study for a pre-established period of time. By a "Jesuit" school I mean one which is administered immediately by members of the Society of Jesus. In other words, Jesuits can be said to be responsible to the Bishop for the education of this group of students for whom the Bishop has ultimate responsibility.

The time covered by this survey is the school year ending prior to January, 1958. This clumsy wording is necessary because school years throughout the world begin

every month of the year and last for different periods of time.

Types of Education

The education of which we speak is not a univocal term. The Order conducts schools to train its own members, lay students, diocesan seminarians, and even members of other religious orders and congregations. Limiting ourselves, for the present, to education of nonclerical students, the Order conducts elementary, secondary, and higher schools. On each of these levels we have various types of education, differentiated chiefly by their purpose.

On the elementary level, most pupils are preparing for general secondary education. Sometimes the duration of the course is the full time customary in the country (eight years in the United States, four years in Spain, and six years in Ireland); at others it may be only a portion of that time, as in the case of the Loyola School (of New York), Cranwell, and Georgetown preparatory schools. A few pre-primary schools and elementary minor seminaries are also listed separately. Finally, there are special elementary schools for handicapped children, schools for the mentally retarded, and orphanages and leper colonies especially in mission countries.

The daily life of a Jesuit novice

Study, prayer, work and play are all part of a novice's life at the Jesuit seminary at Florissant, Mo.

Photos courtesy of The Jesuit Bulletin



On the secondary level we have mainly the garden variety of general academic or college preparatory schools. Then, especially in Spain, there are technical or professional secondary schools which prepare the student immediately for his work in life. Teacher training and adult education, which are not attached to a university, can in a certain sense be considered secondary education. Minor seminaries, although they are college preparatory, for extrinsic reasons are classed separately. Finally, it was found necessary to set apart schools which offer only a portion of the customary course, and we include among them schools which are just beginning.

Among higher institutions we have constituent schools or faculties of universities. If these lack complexity or if the certificates they grant are not generally recognized, they are frequently known as higher technical or research institutes. Academic residences for university students, even though the Society may not offer any instruction, have not been excluded. Frequently, universities conduct adult, extension, and nondegree courses and consider those enrolled as part of their roster as also have we.

In addition, and still on the higher level but for clerical students, there exists a rather extensive assortment of seminaries and postgraduate ecclesiastical schools and departments.

Number of Jesuits

In sketchiest outline, the Order is composed of about 34,000 members. Apart from those in Iron Curtain countries whose whereabouts are not known, Jesuits work in 91 different countries and dependencies under the jurisdiction of 1116 local or immediate superiors. Of these superiors, 301 do not have any schools under their

Table 1. Distribution of 3213 schools administered by Jesuits in 78 countries throughout the world, their enrollment, number of Jesuit and other teachers, number of schools housing resident students, and number of such students according to ownership of physical plant, level of education offered, and categories of students educated for school year ending before January, 1958.

Level	Status of Students	No. of Schools	Students Enrolled	Teachers*		Boarding Schools	
				S.J.	Other	Schools	Res. Students
<i>Owned by Jesuits</i>							
Elem.	Lay	328	104,800	600	3,100	107	11,200
2ndry.	Lay	590	185,100	6,300	6,200	213	29,500
Higher	Lay, Dioc.	409	186,100	2,900	11,500	220	25,900
<i>Total</i>		<i>1,327</i>	<i>456,000</i>	<i>9,900</i>	<i>20,800</i>	<i>540</i>	<i>66,600</i>
Higher	Jesuits	274	10,400	1,600	.....	274	10,400
<i>Not Owned by Jesuits</i>							
Elem.	Lay	1,413	310,100	800	9,000	313	20,300
2ndry.	Lay	169	20,800	400	900	115	4,500
Higher	Lay, Dioc.	30	4,200	200	400	14	900
<i>Total</i>		<i>1,612</i>	<i>335,100</i>	<i>1,300</i>	<i>10,300</i>	<i>442</i>	<i>25,800</i>
<i>Grand Total</i>		<i>3,213</i>	<i>801,500</i>	<i>12,800</i>	<i>31,100</i>	<i>1,256</i>	<i>102,800</i>

*Administrating or teaching.

charge and 815, in 78 different countries, each has under his administration at least one school of some kind. One hundred and eight of these heads of educational institutions are in charge of scholasticates or other houses of Jesuit formation to the exclusion of non-members of the Order. Seventy-one institutions, in addition to having at least one such house of formation, also have schools for nonmembers. Finally, 636 Jesuit superiors have charge of schools whose primary purpose is to educate only such as are not members of the Order. In this latter group fall not only schools for lay students but also diocesan and other seminaries. Briefly, then, there are 707 educational institutions admitting non-Jesuits.

Distribution of Jesuit Schools

It is not the purpose of this survey to be exhaustive but rather to give comprehensive data on a few basic characteristics. Table 1 outlines the distribution of all 3213 schools that the Society of Jesus is known to administer. Under the control of the above-mentioned 815 rectors, these schools enroll a total of 801,475 students; they are taught by 12,767 members of the Order and by 31,094 persons who are not Jesuits. Finally, 1256 of these schools are known to admit resident students, and the total number of day and night boarders is estimated at 102,787. These figures are broken down into the three levels according to ownership of physical plant. A separate subtotal for seminarians is given.



Houses for the formation of Jesuits are listed separately to focus attention on two startling facts: the high cost in manpower of keeping the Order going and the large proportion of the Society's membership which at any one time is in the process of training. The Jesuit-teacher to Jesuit-student ratio is about 1 to 10 whereas the corresponding ratio to lay students on the higher level is 1 to 75. Moreover, about a third of the Order's membership is in formation. This points to the obvious conclusion that dependence upon lay teachers to carry the major burden of teaching is not exclusively an American phenomenon.

Table 2 gives the geographic breakdown of schools enrolling other than members of the Order. The two countries with the largest total enrollments, United States and India, are listed separately from their continents. It came as quite a surprise to find that the next largest country was not Spain, with a total enrollment of 49,715, but Belgian Congo, with 81,938 students, of whom only 3821 were in schools owned by the Order. France, England, and Italy — with enrollments of 17,008; 15,416; and 15,113 respectively — are among other countries with large enrollments.

Similarities and Comparisons

Studying the results of one organization committed to the policy that a very important factor in spreading the Kingdom of Christ is the intellectual apostolate, we see several notable similarities and differences among schools in various parts of the world. In general, schools of the same type do not vary too much from one country to the next. Minor seminaries are uniformly small in size and have a large Jesuit-teacher to student ratio, while the

ordinary college preparatory secondary school owned by the Order is quite consistently large, having a teaching staff composed equally of Jesuit and non-Jesuit teachers. The reason why Brazil, for example, has smaller secondary schools on the average than have the Netherlands is that it has proportionately more minor seminaries.

School administrators, not only in the United States but throughout the world, should realize that the lay teacher is not a passing phase, but is here to stay. Hence, a program of hiring, keeping, and retiring good lay teachers should be at the top of their agenda.

Although there is no country in the world that even approaches the United States in its shift of emphasis to higher education, there are a few other countries with sizable groups of postsecondary students. India, with 18,270, is unique; but Italy, Brazil, the Philippines, Japan, and Colombia have enrollments ranging from 4362 to 3522.

A number of startling discoveries came to the author's attention which exploded certain myths and misconceptions which up till then had been lurking in his mind. Whatever the conditions were in the golden age of Jesuit schools, which were noted for having trained the greatest minds, voices, and pens of Europe, comparatively speaking, American Jesuit-owned secondary schools of the present day have a higher member-teacher-to-student ratio than do European schools. Even in non-parochial schools, it came as quite a surprise to find the large amount of elementary education offered outside the United States, but even so the number of Jesuits teaching in them is relatively very small.

As was indicated earlier, schools of a definite type are reasonably uniform regardless of country. Notable exceptions are the United States and India. In the former, schools on all levels and of all types are significantly larger than those in any other country of the world. In India, parochial elementary schools are significantly smaller than those in other countries. The reason for this is that, whereas in Belgian Congo, for example, the central school with all its village dependencies are considered as only one school, in India each dependent unit is considered a separate school. This is one of the departures from the normal which must be kept in mind on noting the large number of elementary schools in India and the small number in Africa. Put differently, the average African elementary school is seven times larger than the corresponding average Indian school.

The Demand for Catholic Schools

What of the future? In general, it is most encouraging. The Order, with the help of God, is increasing steadily. Whether the supply will ever match the demand is a basic question, much discussed in current professional literature. We shall not repeat this discussion beyond noting that the demand is constantly increasing. Proportionately more young people are seeking an education and a Catholic education now than a generation ago.

One factor which I have not seen emphasized is this. Although the same proportion of young people, within the age bracket which supplies vocations, now as before pursue priestly or religious vocations, yet, because the generation behind them is constantly increasing, the ratio of religious teachers to students in Catholic schools can steadily grow less favorable. Such is the case in the United States. Only a miraculous spurt in vocations would equalize this temporary imbalance.

Internationally, there exists an extremely high correlation between the number of graduates from Order-owned secondary schools and number of novices. This does not necessarily prove a causal nexus since both of these occurrences may be the result of some other unknown and unmeasurable factors existing within the countries concerned. The relationship, however, cannot be ignored in planning for the future.

It is estimated that in the entire Order the number of priests, who supply 84 per cent of Jesuit teachers, between the years 1956 to 1968 is expected to increase 23 per cent. This rate varies from province to province, but next to Spain, with an anticipated increase of 39 per cent, the United States is expected to increase by 33 per cent.

Table. 2. Geographic distribution of Jesuit schools for nonmembers of the Order in 77 countries (or dependencies) in the world, giving enrollment by level, and subtotal of enrollment in schools administered but not owned by the Order. School year ending before January, 1958. Numbers of students are given in thousands. Although the Order has schools in 78 countries or dependencies, in Wales there are no schools for lay students. The last column (Non-S.J.) gives number of students in schools administered but not owned by the Jesuit Order.

Continent	Countries	Institutions	Schools	Students Enrolled (in thousands)					Non-S.J.
				Elem.	Indry.	Higher	Total		
World	77	707	2,939	414.8	205.9	170.3	791.1	335.1	
Africa	13	47	252	117.5	11.2	.7	129.5	114.9	
N. Am. (Less U.S.A.)	15	61	292	44.8	16.1	4.4	65.3	34.4	
(U.S.A.)	1	115	340	37.1	33.2	112.8	183.1	41.1	
S. Am.	11	92	283	35.1	24.1	11.7	71.0	16.3	
Asia (Less India)	15	61	176	24.7	16.6	10.7	52.0	16.7	
(India)	1	76	1,052	99.5	34.3	18.3	152.1	89.5	
Europe	18	231	500	49.5	68.2	11.0	128.8	16.2	
Oceania	3	24	44	6.5	2.1	.8	9.3	6.0	



Kindergarteners demonstrate how tricks with a rope improve body co-ordination.

SCRIPT FOR TELEVISION PROGRAM

MARY JO: Sister Agnes Therese, will you please explain the meaning of a kindergarten.

SISTER: Surely, Mary Jo. Etymologically the word kindergarten comes from two German words, *kinder* and *garten*, meaning a garden of children. A flower garden is a place in which flowers grow. Its beauty depends upon seed, soil, sun, rain, and care. A kindergarten is a place in which children grow. The beauty of that garden depends upon the *children*, the *homes* from which they come, and the *teacher*.

JUDY: What aspects of growth does kindergarten cover, Sister?

SISTER: There are five types of growth, Judy — physical, mental, emotional, social, and, *most important of all, spiritual*. The kindergarten teacher should be on the alert to see that these growths parallel one another, that time be devoted to the promotion of every phase of growth.

SALLY: What steps should a kindergarten teacher take to promote the physical growth of the child, Sister?

SISTER: There are two aspects to this question, Sally, *preventive* and *promotive*. Considering the preventive aspect, preventing harm to physical growth, a kindergarten teacher should make certain that she herself is in good health. A chest X-ray once a year ought to be a *must* for her. You can readily see that a tubercular teacher would endanger the health of every child in her class.

Second, the teacher should be in possession of a health form for every child in her class, and should be watchful for possible visual and auditory defects, signs of malnutrition and other health deficiencies.

Third, she should take every possible precaution against communicable diseases. This involves daily examination of the child's throat and glands, and an understanding with the parents concerning other possible signs of illness or *exposure to illnesses*.

Fourth, she ought to make sure that small toys, large playground equipment, and other materials the children use are in good condition, thus preventing unnecessary accidents.

A teacher *promotes* the physical good health of her children by seeing that the room and equipment are in a sanitary

Kindergarten on TV

By Sister M. Agnes Therese, I.H.M.

Gesu School, Detroit 21, Mich.

■ "Kindergarten on TV" is the script of a program given over the educational channel in Detroit under the sponsorship and direction of Rev. Malcolm Carron, S.J., of the University of Detroit. This program was one of a series presented on "Citation" in which guest teachers discussed with university students phases of teaching in which the students were particularly interested. This program was televised on February 2, the Feast of the Presentation of Jesus in the Temple. Rev. Malcolm Carron acted as chairman. Sister M. Agnes Therese, I.H.M., kindergarten teacher at Gesu School, was

guest teacher. The members of the panel were Judy Weiss, Mary Jo Regnier, and Sally McManus, all student teachers at the University of Detroit, doing directed teaching at the kindergarten level.

The children participating were chosen from among Sister Agnes Therese's kindergarten pupils. Their presence and performance, needless to say, helped to make the program lively, interesting, and amusing.

After a few preliminary remarks made by Father Carron, and his introduction of the program participants, the program closely followed the ensuing script.

condition, by making provision for the necessary play, outdoor and in, development of the large and small muscles through rhythms, games, dances, and gymnastics. We have started on *creative gymnastics* this semester. The children, using various types of equipment such as balls, bean bags, and jump ropes, make up their own bodily movements.

Michael, would you like to demonstrate what you can do with your jump rope? First put your hands inside the rope and show us what you can do with your body and feet without touching the rope. Now put your feet inside and show us some of the things you can do with your hands and body without touching the rope. That was fine, Michael. I'm sure the audience enjoyed it as much as you did.

JUDY: I have observed, Sister, that there appears to be a correlation between a lack of large muscular co-ordination and the ability to acquire new skills such as reading. Have you found this to be true or do you know of any other reason for this condition?

SISTER: Your observations are keen, Judy. Some children are very sensitive to the fact that they are unable to perform bodily movements as *readily* and *skillfully* as others. This may cause an emotional block which in turn affects their speech, reading, or other learning skills.

Accelerated physical growth of a child may sometimes be at the basis of poor muscular co-ordination. The child appears a year, or perhaps two years, older than he actually is. In this case parents and teachers should not expect more of him mentally than of other children his same age. They should also make proper leeway for his *abtarent awkwardness*. On the other hand, children who are very small for their age sometimes go through the embarrassing situations of hearing people say, "Isn't he little!" Often, too, they are thought to be exceptionally bright, whereas they are but normal.

Promote Mental Growth

SALLY: Sister, how does the kindergarten program promote mental growth?

SISTER: The entire program, Sally, *concentrates* on the mental development of the child. Literature, including stories, poems, verse-choir, dramatization, and discussion, as well as music which includes songs, games, dances, music appreciation, rhythms, etc. *provide* for constant growth in the powers of *concentration, memory, understanding*. The mind of the child is open for reception. He is forming mental and moral habits. The good teacher will, therefore, choose the best she can find in stories, songs, poems, etc. in order to build up

through them *true wisdom, high ideals, and good character traits*. To illustrate the child's power for memorizing, I'm going to ask Aldona to recite one out of our repertoire of about 10 poems we have learned this year. Aldona, what poem would you like to say?

ALDONA: *Hiding* by Dorothy Aldis.

[At this point Aldona recited with gestures, voice inflection, and gusto her own chosen selection].

SISTER: That was good, Aldona. You sounded just as if you were the one hiding.

SALLY: Would you say that mental growth is taking place during the play period, too, Sister?

SISTER: By all means, Sally. Not only mental, but physical, emotional, and social growth as well. It is during this period that the child does most of his *oral communication* in school. He conveys his ideas to others and learns from others. He learns to practice emotional control and co-operate with others. I once heard a priest remark that if kindergartens had only play, they would still be worthwhile because of the opportunities provided for learning to live and co-operate with other people.

MARY JO: Sister, can the teacher make any judgment of the mental development of a child during play period?

SISTER: Quite definitely—by the materials he uses during the period. He will, from day to day, choose puzzles that require greater *hand and eye and thought* co-ordination, build with blocks that *tax* his *building skills*, rise from the role of child to parent in the doll corner, and eventually manifest a desire for toys that teach more things in more ways.

Perhaps Margaret will help illustrate this with a form board, which has been on the toy shelf. We have done no formal teaching of the material on which I shall question Margaret.

Margaret, how many different forms do you see on this board? Three? What are they? The circle, triangle, and square. Take out the largest circle. Show us the smallest square. Find the top triangle, the bottom circle. That's good, Margaret. Thank you.

SALLY: Sister, do you think people know there is such a thing as a work period in the kindergarten?

SISTER: Some do, Sally. Some do not. They ask, "What do you do with 36 children for 2½ or 3 hours?" And they have no idea that most kindergarten teachers would be very happy to have at least an hour longer to be able to do all we would like to do. The work period, of from 20 to 30 minutes, is really a wonderful part of the day, with each child applying his *mental abilities* to the solving of problems, whether they be the coloring of a picture,

the fitting of construction pieces into their proper place, the plying of unruly scissors, molding of clay, sawing of wood, or other types of manipulative work. Here, too, the children are learning from one another as they *discuss the problems* before them or *chat happily* over their projects.

JUDY: Sister, I noticed when we were visiting your room that the children were orderly, self-controlled, and obedient. I realize that this didn't occur overnight. Would you tell us when you begin to instill this self-control in your children?

Teach Self-Control

SISTER: Yes, Judy, I begin this training on the first day of school. Previous to meeting the children, I have a meeting with the parents at which we discuss, along with school policies, the problems which may arise on this first day. I ask them to make certain the child knows my name, and can come directly to me and say, "Good morning, Sister." In turn, I answer, "Good morning, John," identifying John by the placard fastened on the front of him. Immediately we have established a friendly relationship. Until all have arrived, I have them sit in front of me, while I read nursery rhymes familiar to them, entertain them with stories on the felt board, talk about various things that interest them. I would like to illustrate with the felt board here. Paul approaches, says "Good morning Sister." I answer, "Good morning, Paul," then do some felt-board story work. Following this, we go about the room, learn where the various kinds of equipment are kept, how to use them, and how to put them away in an orderly fashion. I then explain to them that this is their room; they may use all the equipment, but they must also keep it in order. I let them know the signal by which I shall stop the play period, at which time they are to put everything away and assemble.

Children *feel secure* in knowing just what is expected of them. Disorder occurs when they are placed in any strange situation. For that reason I always try to prepare them for the *new and unexpected*. In my years of kindergarten teaching, I have never found a class that did not adjust well under *directed supervision*.

SALLY: Sister, what do you do about hurt feelings among the children? How do you correct a child? What do you find is the best method of taking care of a child who has temper tantrums?

SISTER: I think, Sally, that we can really dissolve these three questions into two. Usually hurt feelings are manifested by the *only child*. Only children have not had the opportunity of taking the criticism that ordinarily comes from right and left

in a large family. Their first reaction to criticism, or correction, therefore, is the emotional manifestation of hurt feelings through crying or pouting. This can be lightened very much if the children know that the teacher really loves them and criticizes or corrects them in order to help them become better. When the criticism comes from children companions, they have to learn, sometimes the hard way, that other children are not sparing of them. They will eventually learn to give and take.

Temper tantrums occur when a child cannot have his own way. In caring for him, the teacher should always be especially calm and manifest no emotional disturbance herself. With silent firmness she may segregate the child from the group, then tell him that he may return to the others as soon as he stops screaming, kicking, or whatever he is doing. After the tantrum is over, never during it, the child can be brought to see what harm it does to himself and to others. He may even see the uselessness of such behavior, and try very hard to avoid displeasing the teacher or children again. In general, for disciplining children, the best methods are silent firmness and eye control. Children delight in seeing a teacher exasperated.

MARY JO: Sister, I understand that kindergarten is a socializing experience for a child. Are there any definite ways you follow to make the child a more social being?

SISTER: Yes, Mary Jo. I try to choose stories, poems, and songs that point out correct social behavior. There are excellent books for children that portray good social behavior. Many of the stories may be dramatized, giving the children a chance to relive the parts portrayed by the story characters. However, even if they only hear the story, they will re-enact vicariously the role of the hero or heroine they wish to imitate. Games, dances, gymnastics, play and work periods also give the teacher opportunities to help the children form good social habits of *thinking together, working together, and playing together*.

Instill Spiritual Values

SALLY: What means do you take to insure the spiritual growth of the child? Do you not think that the direction of the spiritual growth of the child really belongs to the parents?

SISTER: You won't mind, Sally, if I answer your questions in reverse. Very definitely, in accordance with the teaching of the Church, parents should be the first and most important teachers of religion. They ought to begin this teaching when the child is in the cradle and continue it throughout his growing years. Many par-



The Presentation scene highlighted the telecast.

ents, however, do not know how to attack this training, are uncertain about how much the child should assimilate, and do far less in this realm of training than they might, feeling that Sister will take care of it when the child enters school. Teaching of religion is the main reason for the existence of parochial schools, however.

In school we use many means of helping the child develop spiritually. Stories make the greatest appeal. Poems, songs, and verse choir work are an asset. Art work may be the child's own exterior expression of his mental concepts. Large charts, pictures, and films will appeal to him visually. We must always remember to build on the child's previous knowledge so as not to complicate things for him. For instance, most children coming into school know that God made them, and all the beautiful things they see around them in the world. Beginning from the concept that God made each child and all things because He loved each child personally, the child can be taught to want to give something to God out of love. He quickly and delightedly learns the anonymous poem I always teach during the first week of school. Would you like to say this poem for us, Margaret?

MARGARET: [recites the poem]

ALL FOR JESUS

*Two little eyes to look to God,
Two little ears to hear His word,
One little tongue to speak the truth,*

*One little heart to give Him all my youth.
Two little feet to walk His ways,
Two little hands to work for Him all my days.*

*Take them, dear Jesus, and may they be
Always obedient and true to Thee.*

SISTER: Making analogies between spiritual truths and natural truths are the great means of teaching the mysteries of our faith.

Stories of the Life of Our Lord are oftentimes re-lived vicariously by children through dramatization. Since today is the Feast of the Presentation of Jesus in the Temple, the children are going to dramatize this event. This may bring out much clearer than words the child's response to and love for their religion.

ALDONA: The story of the Presentation of Jesus in the Temple is taken from St. Luke's Gospel, Chapter 2, Verses 32-40.

MARGARET: When Jesus was forty days old, Mary and Joseph carried Him to the temple in Jerusalem to present Him to God. And they brought two turtle doves to offer in sacrifice according to the law.

[Shift to scene: Mary and Joseph come to the temple.]

PAUL: In Jerusalem there was a man named Simeon. The Holy Spirit had promised him that he should not die until he had seen the Lord. And he came by the Spirit into the temple.

(Concluded on page 49)



RELIGION in the Kindergarten

By Sister M. Agnes Therese, I.H.M.

President, Natl. Catholic Kindergarten Association, Gesu Convent, Detroit 21, Mich.

■ In the June issue of the CATHOLIC SCHOOL JOURNAL we proposed the why of integrating religion with our kindergarten curriculum. Let us now take into further consideration the meaning of religion as we wish to see it integrated. The Christian religion may be understood as the holding of a set of principles of life based upon two revelations: the Commandments of the Old Law as revealed to Moses, and the New Commandment as revealed in the New Law by Christ—the Commandment of Love. Religion is *not* just something to be known and believed. It is something to be loved and lived.

As a child grows into and past that stage where he has mastered the physical law of balance, he is not inactive intellectually. He grows in understanding. And one of the first things he understands, if parents have been faithful in their duties of training, is respect for authority. This respect is had first for the parents as those known through sight, through hearing, through the channels of the senses. But Catholic parents, aware of their obligation to lead their children to God, impart also the love and obedience toward the Creator of this vast universe, the beauty of which

is at this time of the year making such an appeal to the little child.

God's Wonderful World

Fall, with its many phases of color and beauty is an ideal time to instill into the hearts of God's children an appreciation of the wonderful world in which we live. They are very much aware of the twittering of the birds, the frisking of the squirrels, and their own lively, exhilarating play with family and neighborhood pets. They have by this time been told the story of creation in their religion class. Each child knows that God made all these wonderful creatures, from which he receives so much enjoyment, out of love for him. His appreciation of God's love is, therefore, increased and enhanced as he comes in contact with more of God's creatures.

The study of the season of autumn lays stress on many things for which the child can be taught to be grateful:

1. Flowers—the beauty and variety in shapes, colors, and perfumes; the study of bulbs, seeds, growth and development of plants.

2. Trees—shapes and colors of leaves, the reason why leaves change their colors,

why they fall from the trees, the various kinds of fruits and nuts that grow on trees

3. Family fun that comes from frolicking in the leaves, raking and burning of the leaves, explorations for nuts, berries, etc

4. Animals—the many small animals of the children's acquaintance, their homes, their food, their habits.

5. A zoo trip, acquainting the children in far greater detail with the extension and variety of God's creation.

Following the zoo trip with a lively discussion of the animals and fowl, of their varied native habitat, of the trip to and from the zoo and the great enjoyment derived therefrom, can and should lead the children to bear an intense love and gratitude toward the beneficent heavenly Father who watches so lovingly over them and all His creatures. Stressing the fact that in all of this God thought of each one personally, wanted to give individual pleasure, wanted each child to have proper food and clothing, wanted each one to love Him because He first loved him—all this is a tremendous lesson in love.

Holy Evening

The approach of Halloween and the natural interest which the children are manifesting leads to a general discussion of this topic. What does it mean? To them, for the most part, it means dressing in costume, going out begging, passing out candy, together with noise and a certain amount of impishness. Ours is the opportunity to change much of this by giving them the Church's meaning of Halloween—Holy Evening—the evening preceding All Saints' feast. At our opening meeting with the parents, we have had the opportunity to encourage a new kind of celebration of this feast. Why not have our children dress in costume, yes!, but dress in the costumes of their patron saints and celebrate in school by telling their classmates whom they represent, how their saints attained holiness, what they can do to imitate them. Some, too, might drama-





size in brief, incidents in their patrons' lives. At this age level, parents are of course going to prepare the children. It means family interest, family research, family participation — going so far at times as to include each member and ending in an All Saints family party — yes, even in an All Saints neighborhood party.

Children thrill to this approach. They plead, "Help the poor" and really mean "Help the poor." In some neighborhoods every bank has been emptied into a UNICEF collection, and the children have learned through experience the true joy that comes through good, innocent fun. They have learned, too, that it is greater to give than to receive.

To bring Halloween back into its lawful and proper celebration and make it indeed a holy evening would be to bring our children closer to the ideal of imitating those saints whose names they bear, and would do away with at least some portion of the Halloween escapades that are so detrimental to American culture. Toward this end, Father Daniel Lord's series of stories of the saints can be of great help to both teachers and parents for story format and costuming. The *Mine* magazines have also carried a number of stories relative to this important teaching.

Source Materials

Listed are a number of suggestions for literature, music, and work projects appropriate to this season and carrying propensities for good character building. It is under the tutelage of Catholic kindergarten teachers who understand their commitments and employ the best resources in promoting a truly Christian education that our children will grow in true knowledge, intensity of love, and the spiritual maturity that parallels the other phases of their development.

Stories

Gordon, Eva L., *Nature Stories for Children*. New York, Encyclopedia Britannica. Golden Book, *Chip Chip*. Simon and Schuster.

Friskey, M., *Three Smart Squirrels and Squeee*. David McKay Co.

Lenski, Lois, *Now It's Fall*. Oxford University Press.

Parker, Bertha M., *Fall Is Here; Leaves*. Row Peterson.

Udry, Janice May, *A Tree Is Nice*. Harper and Brothers.

Scott, Wm. R., *The Apple that Jack Ate; The Water that Jack Drank*. Scott.

Witty, Paul, *Gray Squirrel; The Fuzzy Duckling*. Simon and Schuster.

Fraydas, Stan, *Happy the Curious Kangaroo*. Wonder Books, N. Y.

Hogan, Inez, *Twin Bears; Twin Seals; Kangaroo Twins; Elephant Twins*. Dutton.

Lindman, Maj., *Dear Little Deer*. Whitman. Toose, Ruth, *Monkey See, Monkey Do*.

Werner, Jane, *Smokey the Bear*. Simon and Schuster.

Adshead, Gladys L., *Brownies-Hush!* Oxford University Press.

McCauley, *Jack-o-Lantern Twins*. Lyons and Carnahan, N. Y.

Lord, Daniel, S.J., *Little Stories of the Saints*. The Queen's Work.

Magazines

Mine, Little Mine, Mine I and II. Mine, Groveland Terrace, Minneapolis, Minn.

Poetry

Tippett, James, *I Know Some Little Animals*. Harper and Brothers.

Farjeon, Eleanor, *A Prayer for Little Things*. Houghton Mifflin.

Jones, Jessie O., *Secrets*. The Viking Press. Arbuthnot, *Anthology of Poetry*.

Music

Almost any book of children's songs includes appropriate songs for this unit.

Rhythms may include the falling of the leaves, running, playing, hiding, and dancing in the leaves, raking of the leaves; the movement of the various animals: swaying of the elephant, lumbering of the bear, looping of the fox, waddling of the duck, trotting and galloping of the pony, the slow movement of the turtle, flying of the birds; the ordinary bodily movements involved in walking, running, skipping to the fields, to the orchards, to the woods, for the gathering of vegetables and pumpkins, the picking of fruits and nuts, etc.

Work Activities

Leaf family projects — fastening leaves on paper in shape of family members.

Drawing, painting, clay molding of squirrels and other animals.

Drawing, painting, free hand cutting, and tearing of fall flowers, trees, fruits, and vegetables.

Pasting yarn collages in the shape of flowers, trees, fruits, etc.

Sponge painting — dipping animal-shaped sponges in paint and transferring the form to a drawn or painted scene, i.e., duck on water, squirrel in tree, zoo animals in box cages or caves.

Free hand drawings of animals, fuzzed with shredded crepe paper.

Pumpkin bags, hanging lanterns, cylindrical cats, owls, etc.

Kindergarten on TV

(Concluded from page 47)

[Shift to scene: Simeon comes into the temple].

MARGARET: And when Mary and Joseph brought Jesus into the temple, he took Him into his arms, and blessed God, and said:

SIMEON [chant]: Now Thou dost dismiss Thy servant, O Lord, according to Thy word in peace; Because my eyes have seen Thy salvation, which Thou hast prepared before the face of all peoples; A light to the revelation of the Gentiles and the glory of Thy people.

PAUL [side]: And Simeon blessed Joseph and Mary and said to Mary:

SIMEON: Thy own soul a sword shall pierce.

MARGARET: And Anna, a prophetess came into the temple at the same hour, spoke of Jesus to all that looked for the redemption of Israel.

ANNA: Jesus, the Savior of the world has come [3 times].

ALDONA: And Mary and Joseph returned to Nazareth and Jesus grew, and waxed strong, full of wisdom, and the grace of God was in Him.

* * * * *

SISTER: After children have had a story, it is well to question them on the material covered, to see whether they have grasped the thoughts therein.

1. When Joseph and Mary brought Jesus to the temple, they gave Him as a present to God. Can we give ourselves to God?

2. Is it enough just to say the words? No, we must really mean it.

3. How do we show God that we really mean it? By doing what He wants us to do.

4. Who tells us what God wants us to do? Our mothers and fathers.

5. When Simeon told Mary that her soul a sword should pierce, did he mean that someone would really pierce Mary's heart with a sword? No, he meant that Mary would suffer.

6. Was Mary afraid to suffer?

PAUL: No, because she knew God would help her.

7. You will suffer sometime, too? You will fall and hurt yourselves. You might be sick with measles or chicken pox. What should you do with the hurt God gives you?

MARGARET: Give it to God. We can help other people that way.

SISTER: You were all very good children. So, if Father thinks we have time, perhaps he will let you surprise your mothers and daddies with your favorite song. Have they time, Father?

CHILDREN [Sing]: "I Love you, Mother."

EDWARD A. FITZPATRICK, PH.D., LL.D.

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Editorials

SMALL CLASSES AND CATHOLIC SCHOOLS

No. 2. SMALL CLASSES: TEACHERS' OPINIONS

There were two masters essays at the Catholic University of America in 1957 on the relationship between class size and pupil achievement in Catholic schools, third and eighth grades. They have interesting background summaries of opinion studies and research studies. Today we present the background of opinion studies which we may note is, to some extent at least, influenced by the very active propaganda of the National Educational Association. The natural conclusion of these teacher opinions favor small classes, though our authors — Father Daniel J. Mennite for the eighth grade study, and Father James R. Deneen for the third grade study do not find that higher pupil achievement is the main reason given by teachers for small classes.

Father Deneen begins his discussion of the opinion studies (i.e., as distinct from research studies) with the surprising statement in 1932 of William G. Carr of the N.E.A., "Investigation has shown that, when other factors are kept as nearly equal as possible, pupils in larger classes make as good scores . . . as pupils in smaller classes." But this unexpected result is not good propaganda. Other objectives of education which are not so directly measurable must be studied in the investigations. In 1939 the *N.E.A. Research Bulletin* polled 3707 representative teachers on

teacher's load. The study revealed that teachers reject the idea of large classes, and the effect of class size on pupil achievement was given only as a secondary reason, and was not given at all by the majority polled. A similar poll eleven years later had the same result. A symposium in the *Journal of Education* for April-May, 1947, indicated some disagreement about size of class and grade level. The majority believed that "membership in primary classes should be reduced to a minimum, even if upper grades must, for purposes of economy, be increased in size." There was general agreement that no class size can be prescribed, for this depends on the ability of the teacher and the type of pupil. A teacher in the *N.E.A. Journal* (Oct., 1947) bursts out with the opinion:

"Shall we Americans forever be willing to permit the stuff of which our democracy is made to be so severely wasted and damaged as to constitute a real threat within the body politic? Shall we never recognize that in large classes ignorance and prejudice cannot be checked, that injustice and self-interest flourish; that unfair competitive conditions prevail, and that personalities are stunted."

A study published by the U. S. Office of Education in 1949 indicated practically unanimous teacher opinion in favor of smaller classes. The reasons given are: more attention can be given

to individual pupils and pupil progress can be checked more closely. These practices intelligently carried out should result in better achievement than when they are not followed. The New Jersey Taxpayers Association reported in 1952 shows that class size has been reduced from an average of 31.86 to 24.41, and notes the conflicting statements on optimum class size by various state educational commissions and departments. The report notes that each time the teacher-pupil ratio decreases by as little as one pupil it adds a million dollars to the cost of education in the state, sets the pattern for school use of facilities, and greatly increases building costs. Individual papers frequently indulge in generous statements as already noted, confuse terms like "large classes" and "overcrowded classes." Frequently the terms *large* and *small* classes are not defined. But in a 1949 study teachers believed that a class of more than 34 was too large for efficient instruction. In these opinions over-all development including "social competence, maturity, good citizenship, improved and expanded use of the fine and useful arts, and other broader goals" are to be the tests of class size.

It was natural that teacher's opinion should be in favor of smaller classes — that means as a matter of fact fewer discipline problems, fewer papers to correct, fewer records to keep as well as time to give more individual attention to students. Unfortunately the opinions are made apparently with no expressed definition. Some teachers, who give specific figures think classes of more than 34 impair efficiency and others think 25 should be the limit. The teachers who note that class size depends "upon the ability of the teacher and the type of pupils" were more realistic. We shall present in the next editorial the summaries of research studies listed and then the specific findings of the studies. — E. A. F.

Home Economics Teachers Meet

THE NCCHE CONVENTION

The twelfth annual conference of the National Catholic Council on Home Economics was held in Milwaukee, Wis., June 1 and 22, with the program theme "Home Living in a Changing World." The following summaries of three of the addresses at the meeting were compiled by Sister M. Villann, S.S.N.D., of Notre Dame High School, Milwaukee, president of the local unit of NCCHE and general chairman of the convention.

The reader will recall the description of the National Catholic Council on Home Economics by Sister M. Janet, S.C., of the Commission on American Citizenship of the Catholic University of America, published in the *CATHOLIC SCHOOL JOURNAL*, December, 1958, page 14.

THE KEYNOTE ADDRESS

By Rev. Donald N. Weber

Assistant Director, Family Life Program,
Milwaukee, Wis.

The constant fight of the Church is to re-establish the spiritual, the eternal, the role of sanctification, the restoration of all things in Christ—which immediately suggests that change is taking place. But human nature always shows a certain reluctance to change. We are a bundle of habits, we have certain procedures of daily activity, we have a scheme of life. In common parlance, we say that we "get into a rut"—and we begin to bury ourselves in the daily habits of our existence. Actually the only difference between a rut and a grave is the depth! And while in a progressive modern age, we all wish to be adaptable, we wish to combine the respect for past traditions with the love for new developments, yet within our human nature there is this determined reluctance to change.

One of the chief agencies in the world of stabilizing a quivering present, and in anticipating a stabilized future is the Christian home. God in His goodness has established the basic unit of society as the family, which can guide and direct the destiny of civilization; it can form and nurture citizens of two worlds; it can fill the human heart with the virtues of love, the queen of all virtues; it can solidify the ideals of human minds in sweet combination with the practical challenges of life. The family—home living—can restore what a sick human race has lost. Sound, fundamental, basic living of the family within the home is the answer to the peace table.

The radiation of the Christian home into the changing world is an objective of the teaching of home economics. As you teach a sense of values, a creed of service, a sense of dedication, a dogma of efficiency, preparedness, knowledge, care and loyalty to your students, it is certainly to be expected that these characteristics will be taken into the homes which they too will one day establish, and in turn into their families. If our students can be

taught to execute all these with patience and kindness, never losing sight of the virtues to be constantly employed in hectic daily living, then we can hope for the family to be of a greater effect upon a changing world.

ARE WE CHANGING WITH THE CHANGES?

Notes from a group discussion moderated

By Sister M. Cuthbert, O.S.F.

Home Economics Department, Alverno College,
Milwaukee, Wis.

Change today is so rapid that this might well be called the age of explosion. This change does not always spell progress. It is our attitude toward change that makes the difference. Perhaps the failure to recognize, accept, predict, and assume the responsibility for change is the reason for this statement made by a graduating senior of June, 1959: "Too many of us do not feel educated, but merely trained."

SUGGESTED CHANGES IN THE MANNER OF LIVING:

1. Correct attitudes and values (no keeping up with the Joneses).
2. Credit system might be questioned.
3. Careful planning for spending.
4. Self-discipline (not having everything they want).
5. Become immune to high powered advertising.
6. Requires effort and talent to spend wisely.

TEACHING USE OF LEISURE TIME:

1. Teaching recreational activities applicable

to the entire family—games, planning of outings, family parties.

2. Teaching techniques which can enrich the life of the homemaker—knitting, crocheting.

3. Recognition of the effect of passive recreation on the family: not knowing each other; loneliness for mother; lack of appreciation for other members of the family.

4. Teaching music appreciation.

5. Using the family meal, taken together, without rush. The family meal may be the medium by which the homemaker can give an expression of some of her talents.

6. Learning how to help the handicapped—take more active interest in the community.

ART IN THE HOME

By Mr. and Mrs. John Tryba

Art is an experience communicated directly through a medium. The raw materials of art are the same as those of human behavior: feelings, ideas, emotions, and thought. We must recognize the necessity of beauty; it makes men of us, not mere animals. One's home should be an expression of self. You do not have to be rich to find beauty. There is beauty in simple, natural materials. The forces of nature produce God's art; the forces within man—intellect, creative power, skill—produce man's art. In developing taste, the following should be considered: age alone is no measure of value, precious material does not make a work of art, a foreign "stamp" is not a criterion of value, costliness is not a measure, and overelaboration is not beauty. Emotional reactions and prejudices do not point the way to developing good taste.

Christian art is a matter of attitude—a way of looking at things, especially creations of beauty, not just possessing or creating them. We could hardly imagine ugliness or bad taste in the home at Nazareth. Poverty, yes—but never bad taste. Our Blessed Mother was a wonderful homemaker and excellent craftswoman. She wove Christ's seamless garment. The art in our homes can reflect the beauty of that home in Nazareth.

THE AHEA CONVENTION

The fiftieth annual meeting of the American Home Economics Association, held in Milwaukee, June 23–26, following the convention of the NCCHE, was attended by many Catholic teachers. The following statement of abilities to be developed in the teaching of home economics, the outcome of a two-year study by a committee of the AHEA, was distributed at the convention.

Establish values which give meaning to personal, family, and community living; select goals appropriate to these values; and progress to their achievement.

Create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle.

Achieve good interpersonal relationships within the home and within the community.

Nurture the young and foster their physical, mental, and social growth and development.

Make and carry out intelligent decisions regarding the use of personal, family, and community resources.

Establish long-range goals for financial security and work toward their achievement.

Plan consumption of goods and services—including food, clothing, and housing—in ways that will promote values and goals established by the family.

Purchase consumer goods and services appropriate to an over-all consumption plan and wise use of economic resources.

Perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals.

Enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure.

Take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families.

Develop mutual understanding and appreciation of differing cultures and ways of life, and co-operate with people of other cultures who are striving to raise levels of living.

Students' Family Trees Motivate History Lessons

By Sister M. Vianney, O.P.

Sacred Heart School, Reedsburg, Wis.

■ Today's teacher in the elementary grades, constantly seeks a new approach, fresh motivation, and challenging methods of presenting the materials of the curriculum. Especially is this true in the teaching of history. Depending on the vitality of the presentation, history can be a breathtaking portrayal of the story of the human race, or it can be a humdrum recital of isolated facts and dates and events as remote from the lives of today's youth as the pyramids of Egypt.

A Student's Place in History

Because young people, characteristically, are interested in themselves, an introductory unit on genealogy will help them to find their own place in the panorama of world civilization, their own particular chapter in the story of mankind. Locating themselves thus, they begin to look at history in a new light—as something which has reality, life, and meaning for them.

In today's classroom, students preparing to study United States history must be brought to understand that the people about whom they will study are themselves—their own families—removed, perhaps, by a few generations in time, but related by ties of blood as well as of race, nationality, and religion. Questioning reveals how meager is their knowledge of their own ancestry. For how many generations back can they trace their own families? How long have their ancestors lived in America? From what nation did they come? What conditions in the old country necessitated their coming? What forces prompted their coming to the land of hope and promise which is America? The construction of a family tree will help them to answer these and similar questions. With brief instructions, each child sets out to find his own place in the pageant of American history.

Primary Sources of History

But how does one find the information necessary to make the tree "grow"? At this point, the entire family enters the

picture. Mother, dad, grandmother, grandfather, great aunts and uncles, are excellent sources of family genealogy. Family Bibles are brought to the foreground and reveal names and dates of relatives long since gone to eternity. Valuable papers come to light from grandfather's strongbox. Deeds to property, old tax receipts, marriage licenses, Baptismal records all add their bit to the living, growing, story of the family.

Even one generation removed from the present, familiar people fall into the pattern of textbook history. Recent history takes on new meaning for Jane when she learns that her uncle was with the American forces in the D-day invasion of Nazi-held France in 1944. Her brother-in-law, a young second lieutenant assigned to the historic *Missouri*, was on deck on the September afternoon in 1946 when the famous peace treaty with Japan was signed. Dad, reminiscing, remembers his part at the age of six, in the hilarious celebration after the Armistice of World War I. Grandfather tells of leaving his own loved home in County Clare and coming to America at an early age because of the hardships of tenant farming under English rule. He recalls with amazing clarity, his own father's stories of the Boer War.

Henry's investigations disclose a different picture. An older Henry on his family

tree had been brought to America from his native Germany to avoid forced military service and because opportunities for earning a living in America were known to be better. Mine shafts were just beginning to be lowered in the "coal cities" of the east then, and they provided a means of livelihood for willing workers. Henry's grandfather did not have to learn from a textbook the principles expressed in *Rerum Novarum*, nor the untiring struggle on the part of the great Cardinal Gibbons to better the conditions of the workingman.

Grandmother's Flag

Mary Ann's grandmother is her source of information. Proudly she tells of her affiliation with the D. A. R. Members of her family have served their country gallantly in four wars. Among the precious mementos of family history in her attic is a United States flag—hand stitched by her own grandmother who constructed it as a welcome to her brothers on their victorious return from Appomattox Courthouse. On a higher limb of her family tree, grandmother can point out a connection with an illustrious signer of the Declaration of Independence.

Bit by bit, the composite of the family takes form. Romance, adventure, joy, and sorrow are found in every chapter. Even with limited research within a child's own family circle, often he is able to construct a pattern of four or five generations of his forebears—illustrious or otherwise—and the project which began as a class assignment in many cases continues to give enjoyment and interest for many years.

And what is the worth of a unit on family genealogy for the junior high schooler? Its value is difficult to measure. In every case, however, we can be sure it will awaken new interest in the study of United States history, will introduce the child to the elementary principles of research, and, most important of all, will deepen his respect and love for the God-given unit of human society, the Christian family.

Name of Student			
Mother		Father	
Grandmother	Grandfather	Grandmother	Grandfather
8 Great Grandparents			
16 Great Great Grandparents, etc.			

Suggested form of the family tree. When available, include date and place of birth and death. Among other items, include only those of historical interest.



The Alphabet Tribe wears headbands and wampum belts. Each feather represents a letter of the alphabet they have learned; the wampum belts are a collection of the words they have mastered. The children proudly display their trophies.

Educational Fun: *The Alphabet Tribe*

By Sister M. Charles Veronica, C.S.J.

St. Augustine's School, Brooklyn 17, N. Y.

■ The following method was used to teach a group of first graders who were finding the alphabet hard to grasp. It was successful and from the knowledge of the alphabet a better understanding of reading and spelling was formed. The children realized that these words were in reality "letters put together to form and make words." Games appeal to all children; but they seem to intrigue the young slow learner even more.

From strips of colored corrugated paper, a band can be fitted around each child's head. Put the name of the child on the inside so that it will not be lost or given to the wrong child. Then cut out "feathers" from various colors of construction paper. Put a different letter of the alphabet on each feather. After about ten letters have been taught, the testing begins. Every letter that the child knows (out of its proper sequence) is stapled to the band. The more letters the child knows, the more feathers he will obtain. It really creates a healthy rivalry to see who will be the chief, by getting all the letters first. When they have all the letters, they are official members of the *Alphabet Tribe*. This gives them the right to chant the following little verse. It keeps an Indian drum pace and tempo. We are little Indians; we are little Indians

We come from the Alphabet Tribe (War Whoop)

You can tell us if we're smart; you can tell us if we're smart
By the feathers in our band (War Whoop)

To help the children learn these letters more quickly, each child should be supplied with an individual set of letters (big and small letters on different cards). The child is better able to recognize these letters, when he holds them in his hands.

When the child has mastered these letters, he is now better able to make the

association that words are made up of letters. At his own place in the class, he can form the reading words from the chart or blackboard. Doing this right in front of him, with his own set of cards has proved invaluable in the child's progress.

Each child was given a set of cards with the reading words printed on it. When about ten words had been taught the same procedure of testing began. Only this time the words that the child knew were stapled to a piece of material. This was pinned to the child's dress or shirt. This was called their *Wampum Belt*. The more words that a child knew, the longer his *Wampum Belt* became.

Teachers will be pleasantly surprised if they attempt these unique and simple methods of helping the slower child. It held such interest for the children that they couldn't wait to take home the feathered *Band* and *Wampum Belt*. It created a nice spirit in the class, because they were all waiting to welcome new members into the *Alphabet Tribe*. Even the normal and brighter children were fascinated by the project and they would have liked to have a set also. Why not try this interesting, simple project? You will be happy to see how educationally profitable it is with the younger child.

BEADS FOR NUMBERS AND COLORS

On the top of our first-grade desks we have colored plastic beads strung on wire. The ends of the wire are fastened to the sides of the desk or fastened together under the desks. The ten beads are used to teach counting and to teach the primary and secondary colors.

For the second grade, use twenty beads for higher combinations.

— Sister M. Marcellinus, O.S.B.
SS. Peter & Paul School,
Elrosa, Minn.

A science unit for Grade III or IV

Why we have Weather...

By Mrs. Serafina E. Krear

Our Lady of the Angels School, San Diego 13, Calif.

I. MOTIVATION

A. Through incidental events or experiences

1. Occurrence of unusual weather.
2. A change in the weather.
3. Weather in the news.

B. Through pre-planning

1. A field trip out of doors to observe the weather. Note clouds, temperature, and wind.
2. A bulletin board or prearranged equipment about weather to arouse curiosity.
3. A film or a story may introduce the unit.

II. GENERALIZATIONS AND ACTIVITIES

A. Weather is the condition of the air in a given locality; climate is the sum total of the weather conditions in a given locality over a period of years.

1. Read the weather forecast in the paper each day. Check the accuracy of the forecast. Discuss what is meant by *weather*.
2. Read about various climates in the world. Discuss the meaning of the word, *climate*, as compared to *weather*.
3. Discuss: the climate of San Diego and its stableness.
4. Read and discuss: Text, (Heath), pp. 1-4.

B. Air has weight; warm air is lighter than cold air

1. Prove that warm air rises by placing small pieces of paper over the radiator.
2. Put a thermometer near the floor and another near the ceiling. Compare and discuss the results. (See *Far and Wide*.)
3. Discuss what we should do in a fire, knowing this principle.

C. Air pressure can be measured with a barometer.

1. Make a simple barometer. (See Blough & Huggett, p. 202.)
2. Activity 64—Can air pressure hold water in a tumbler?

D. Wind is air that is moving. A difference in air pressure causes the air to move.

1. Read and discuss: Text, (Heath), pp. 17-20.

2. Make a weather vane. (See *The True Book of Science Experiments*.)

3. Discuss wind in a dust storm, a hurricane, a tornado, a blizzard.

4. Fan a wet spot on the blackboard. (See Blough & Huggett, pp. 55-56.)

5. Read poetry about wind, such as Christina Rosetti's "Who Has Seen the Wind?"

6. Make a Wind Chart. (See *Teacher's Manual* — Heath, p. 23.)

7. Make a pinwheel. (See *The Air About Us*, p. 26.)

E. Water evaporates into the air from plants, animals, soil, and bodies of water.

1. Place some water in a saucer. Note its disappearance. Discuss.

2. Activity 116—Is there water in the air?

3. Activity 144—Do plants give off water?

F. Water comes out of the air in various forms of precipitation.

1. Discuss the following forms of precipitation: rain, snow, dew.

2. Read and discuss: Text, (Heath), pp. 26-31.

3. Activity 120—Where do we get rain?

4. Activity 121—Where do we get clouds?

5. Activity 122—How is fog formed?

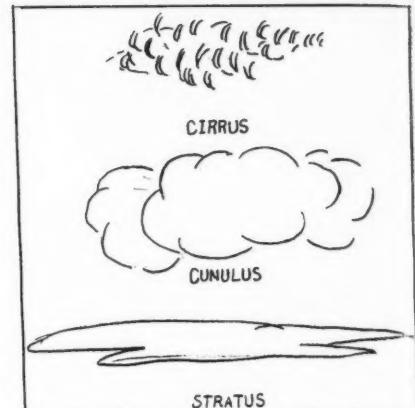
6. To connect this generalization with "E," view the film, *Water Cycle*.

7. Draw a diagram of the Water Cycle.

8. Read and discuss: Text, (Heath), pp. 21-24.

G. Clouds are usually formed by the expansion and consequent cooling of rising masses of air. There are 4 main types of clouds: cirrus, cumulus, stratus, nimbostratus. Towering cumulus clouds are called thunderheads.

1. Observe clouds over a given period of time. Keep a list of the different types observed.



2. Read and discuss: Text, (Heath), p. 25.

3. View and discuss the film *Clouds*.

4. Make a bulletin board showing different kinds of clouds, using either cotton for "homemade" clouds or using pictures from magazines. Label them.

H. The U. S. Weather Bureau issues weather forecasts each day. They are of great help to man.

1. Write a letter to the U. S. Weather Bureau to secure, free of charge, a copy of the pamphlet, "The Weather Bureau."

2. Make a report about the establishment and work of the U. S. Weather Bureau.

3. Check the accuracy of weather forecasts in the news. (See Blough & Huggett, p. 206.)

I. Weather and climate affect the earth and life on the earth.

1. Discuss how weather can affect farmers, airmen, seamen, outdoor workers. List the occupations children think are the most dependent on the weather.

2. Read to class, "Who Cares About the Weather?" from *Everybody's Weather*.

III. CUMULATIVE ACTIVITIES

A. A field trip to the Weather Station. The specific objective for this trip should be:

1. To learn about weather forecasting.

2. To increase their interest in scientific procedure.

3. To satisfy their curiosity about some of the material they have seen pictured.

4. To increase their appreciation for the work of scientists.

B. Children may keep a daily record on a chart of the wind, temperature, and clouds. (An advanced class may include wind direction and air pressure on the chart.) Small cards with names of clouds and winds can be placed in a box. Children can take turns each day deciding which cloud types

and amount of wind are prevalent. They can then proceed to read the thermometer and place the correct cards on the chart. This should be done in the morning and afternoon.

- C. A follow-up of the daily weather chart: Keep individual records of the temperatures for the week. Circle the highest and the lowest temperatures. Find the temperature range by subtracting the lowest from the highest. Find the average temperature (one of the brighter students can learn how to do this for the class).
- D. Another class may be invited to see a skit on "Who Cares About the Weather." (Children may write their own "speeches" for the skit.) A few experiments may be done for the visiting class. A demonstration of the constructions may be included.

IV. EVALUATION

A. Through observation by the teacher.

- Are the children genuinely interested in the weather?
- Do they make their own observations about the weather and its changes and report them to the class?
- Do they enjoy the unit and draw the correct conclusions about their experiments?
- Are they using correct vocabulary?

B. Formal evaluation through tests.

- Tests should be made up consisting

of matching and true and false. The answers to the following questions should be expected: What is the difference between weather and climate? What is a cloud?

V. REFERENCES

A. Teachers References

- Teachers Guide, *Science in Your Life*, D. C. Heath & Co.
- Curriculum Bulletin, *Weather and the Weatherman*, No. 125 Vol. IX, Curriculum Library.
- Blough & Huggett, *Elementary School Science*.
- Nelson and Lorbeer, *Science Activities*.
- U. S. Weather Bureau, Washington 25, D. C.
- Encyclopedias—any good set.
- Life Science Series*.

B. Student References

- California State Series, *Science in Your Life*.
- Beauchamp, Wilbur Lee and Others, *All Around Us; Look and Learn*. Scott Foresman and Co.
- Craig, Gerald S., *Science Through the Year*. Ginn and Co., Boston.
- Frazier, George and Dolman, *Sunshine and Rain*, L. W. Singer Co. Inc.
- Frazier, George and MacCracken, *How and Why Experiments*. L. W. Singer Co. Inc.
- Frazier, George and MacCracken, *How and Why Discoveries*. L. W. Singer Co. Inc.
- Frazier, George and Dolman, *Winter Comes and Goes*. L. W. Singer Co. Inc.
- Parker, Bertha, *Basic Science Education Series; Clouds, Rain, and Snow; The Air About Us; Thermometers; Heat and Cold; The Sky Above Us*.

C. Films

- Air In Motion*—1957, b & w, 13 min. Experiments showing that moving air has less pressure than still air (*Jr. Science Series*, McGraw Hill).

- Winds and Their Causes*—1948, b & w, 10 min. Brings up question of winds as the movement of air (Coronet).

- The Clouds Above*—1948, colored, 10 min. Explains four types of clouds (Johnson-Hunt).

- Snowflakes*—1956, colored, 11 min. Shows the water cycle (Moody).

- The Water Cycle*—1947, b & w, 10 min. Explains clouds, evaporation, condensation, water table (EBF).

- Water in the Air*—1949, b & w, 10 min. Experiments shown which class can duplicate (Films, Inc.).

- What Makes Rain*—1946, b & w, 10 min. Evaporation and condensation as part of the water cycle (YAF).

- How Weather Is Forecast*—1953, b & w, 10 min. Shows operation of a weather station (Coronet).

- Our Weather*—1956, b & w, 11 min. Weather and its effects on farming, trucking, fishing, etc. (EBF).

- Weather Wizard*—1941, b & w, 10 min. The Weather Bureau and its aid to California Citrus Industry (TFC).

D. Filmstrips

- Why Does the Wind Blow?* b & w, 56 frames.
- Clouds and the Weather*, b & w, 34 frames.
- Water Cycle*, b & w, 30 frames.
- Water in the Air*, b & w, 44 frames.
- What Makes Rain*, b & w, 40 frames.
- Climate*, colored, 40 frames.
- Climate*, colored, 46 frames.
- Changes in Weather*, colored, 50 frames.
- Understanding Weather Conditions*, colored, 50 frames.
- Weather*, colored, 48 frames.
- What Is Weather?* colored, 37 frames.
- What Makes the Weather?* colored, 33 frames.

Matching Test

- | | |
|------------------|---|
| 1. Fog | Tells if there will be a change in the weather. |
| 2. Cirrus | Little drops of water that collect on cool things from the water vapor in the air. |
| 3. Cumulus | Tells the temperature. |
| 4. Stratus | Puffy, white clouds. |
| 5. Desert | Tells if the wind is blowing. |
| 6. Clouds | A cloud near the ground. |
| 7. Dew | Low, flat clouds. |
| 8. Thermometer | Hot, dry climate. |
| 9. Barometer | Drops of moisture gathered in the sky. |
| 10. Weather vane | High, feathery clouds carrying snow crystals. tals. |

True or False Test

- | | |
|---------------------------------------|-------|
| 1. Air is everywhere. | ..... |
| 2. Air has weight. | ..... |
| 3. Cold air is lighter than warm air. | ..... |
| 4. The weatherman is always right. | ..... |
| 5. We need air to live. | ..... |
| 6. Plants give off moisture. | ..... |
| 7. There is oxygen in the air. | ..... |
| 8. A dark cloud means fair weather. | ..... |
| 9. Clouds are made of smoke. | ..... |
| 10. Frost is frozen dew. | ..... |

HOW'S THE WEATHER?			
TEMPERATURE		WIND	CLOUDS
A.M.	68	Calm	Cumulus
P.M.	73	Calm	Cumulus

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
A.M. 68	71	70	(66)	70		
P.M. 73	74	71	72	(75)		

Temperature Range 9°
during school time

Average 71°

High school study procedure suitable for any class project

Student's Project Outline

By Sister James Francis, S.S.J.

Cathedral High School, Springfield, Mass.

When an enthusiastic and competent teacher plans with her students for a group project, interest usually runs high, ideas abound, and effective organization results. Frequently, however, as soon as she delegates the role of group co-ordinator to a student chairman, enthusiasm wanes, ideas become scarce, and the group, following the second law of thermodynamics, tends toward a state of greater disorder.

In an effort to improve student inter-relations and to compensate for lack of experience in group dynamics, the following outline has been prepared to assist high school pupils in their work on special study projects. Although designed especially for use in science classes, the plan is flexible enough to be followed in social studies, English, home economics, and other areas.

For most effective use of the outline, mimeographed copies should be distributed to members of the group. In this way each participant may be better aware of his responsibilities as leader or member and may follow the logical steps of goal setting, research, presentation of data, and evaluation. A wide variety of activities is listed in the hope that every student — slow, average, and gifted — will find there some oral, written, or manual medium of expression that appeals to his interests, lies within his range of ability, and serves as a spring-board for his originality and ingenuity.

THE OUTLINE

- I. Select group leader
 - A. Method of selection
 1. Election by group
 2. Nomination by group
 - B. Work of leader
 1. To encourage and lead discussion
 2. To ask questions and stimulate thinking
 3. To confine discussion to topic
 4. To direct formation of committees
 5. To co-ordinate group efforts and activities
 6. To maintain contact between group and teacher
 - C. Role of group members
 1. To participate freely in discussion

2. To think critically and seriously about topic
3. To accept and perform assignments
4. To volunteer for outside work
5. To co-operate in the program selected by the majority

II. Organize study project

- A. Discuss nature and importance of problem or study unit
- B. Determine goals or objectives
- C. Form committees
- D. Assign areas for research in background material
 1. Texts and references listed in texts
 2. Supplementary books, workbooks, laboratory manuals
 3. Magazine articles, newspaper clippings, pamphlets

III. Plan method of attack through committee assignments

- A. Collect data on project
 1. Library research: card catalogue,

Readers' Guide to Periodical Literature, vertical file, encyclopedias, yearbooks, atlases

2. Experiments and demonstrations
3. Interviews with persons in school, community, industry

B. Assemble visual aids on project

1. Photographs
2. Filmstrips
3. Movies
4. Slides

C. Concretize project by preparation of

1. Charts and models
2. Dioramas and mock-ups
3. Bulletin board displays
4. Graphs

IV. Correlate committee activities

A. Committee spokesmen report

1. Oral summary, dramatization, TV or radio program
2. Demonstration of technique, experiment
3. Blackboard outline, tape recording
4. Exhibit

B. Committee recorders submit written report

V. Evaluate study project

- A. Discuss project in terms of data collected
- B. Discuss proposed solutions to problem, draw conclusions
- C. Examine progress made toward group-selected goals
- D. Discuss further implications of project, related study areas

N.B. You are not expected to use everything listed in the subtopics of this outline. Numerous suggestions are included to enable you to select those that will lead to a successful project.

Christian Doctrine in Swingtime

By Sister Millicent, C.S.A.

Supervisor of Music for the Sisters of St. Agnes,
Fond du Lac, Wis.

EDITOR'S NOTE: The following paragraphs are quotations from an article entitled "Christian Doctrine in Swingtime," published in the January, 1959, issue of *Musart*, the official publication of the National Catholic Music Educators Association, 620 Michigan Ave., N.E., Washington 17, D. C. They are reprinted here with the co-operation of *Musart* because a number of readers of the original article wanted them to have extended publicity.

A few years ago, a long-play recording entitled "The Ten Commandments — The Seven Sacraments" was released by the Religious Music Guild. Undoubtedly many Catholic musicians who heard the recording shared my own belief that there was no need to get excited about it, for certainly it was destined to die a quick, natural death. Apparently we were wrong, since at present over 20,000 records are said to have been sold. The record has been endorsed and supported by a group of "Catholic educators" who worked on the project with the composer, John Redmond, and it also carries an *imprimatur*. The really unfortunate thing is that a great many teachers in Catholic elementary schools seem to have been "taken in" by this method of teaching catechism "a-la-swing." If we must stoop to such extremes in order to teach Catholic doctrine, some-

New Books

thing is vitally wrong with our teaching.

* * * *

A Protestant clergyman, writing in a secular newspaper last year, voiced his objection and those of his fellow clergymen to the use of religious texts in popular songs. The tunes and the rhythms of the songs he mentioned were mild in comparison to the Redmond songs. When the late Cardinal Stritch banned certain musical compositions from being played or sung during wedding services in the archdiocese of Chicago, Protestant church musicians huddled his stand and called the banned music "not proper for worship." I do not like to think of what comments they will be justified in making if they hear about this new type of music being used in some of our churches.

* * * *

Some of the teachers who are using the recording and songs in their classrooms insist that the material is good, primarily because it bears an *imprimatur*. The truth is that an *imprimatur* is a negative thing. It merely testifies that the material contains nothing contrary to Catholic teaching. It is in no sense an endorsement of the material, nor can it be construed as an approval of its artistic value. In most cases, teachers learned about the record from some priest, and, "Father would certainly not approve of it if he didn't think it was good." Well, Father is primarily interested in teaching Catholic truth. No doubt he sees here another effective teaching method. But if Father actually thinks the recording is also good from an artistic viewpoint, then there is something wanting in his artistic sense of values.

One Catholic musician who is much concerned about this new trend was interested in getting the reaction of teenagers to this "religious swing." During one of her music classes she played the piano accompaniment to one of the Redmond songs (Holy Orders), without telling the class what she was playing. She said she would like to find out what this sort of music would bring to mind and what pupils would associate with the music. Their reactions and comments were all in agreement: they thought of "popular songs," "hit tunes," "a little love ballad," "dance music." One even thought that in one passage it sounded like "Rudolph the Red-nosed Reindeer." When pupils were asked if they associated it in any way with religious music, the spontaneous response from the entire group was an outburst of laughter, for they considered such a thing ridiculous.

After the words were sung to the music, this group of modern, twentieth-century, rock'n'roll teenagers expressed their intense dislike and disgust for this sort of thing. Did they like swing? Certainly they did, as do the majority of our teenagers today. However, when it came to using it with religious lyrics, with Catholic doctrine, they labelled it unfitting and were quite indignant about it.

A Study of Organization and Operation of Voluntary Accrediting Agencies

By Rev. John F. Nevins, M.A. Paper, 403 pp., \$4.25. The Catholic University of America Press, Washington 17, D.C.

This doctoral dissertation is an extensive account of (1) the history, purposes, and problems of accrediting secondary schools and colleges as a means of raising educational standards; (2) the origin and historic development of the six regional accrediting associations—the New England, Middle States, North Central, Southern, the Western, and Northwest Associations; (3) the structures and membership of the Associations; (4) the evaluation and accreditation procedures used by the Associations; (5) the policies which affect standards and memberships; (6) the exercise of sanctions; (7) the relations and influence of the Associations on official and other agencies, and voluntary professional groups.

In his conclusions, the author calls attention to the values and failures of the accrediting activities of the Associations. The disadvantages, he feels, somewhat overshadow the advantages. He is aware of the fact that accreditation has such a strong hold at present on American educational practices that nothing will dislodge or replace it. His most serious criticism is centered in the fact that the authority of the regional agencies has been centered in a few individuals and institutions. He feels that it would be helpful for the Associations to recognize the unique elements in every institution and to make allowances for its objectives and philosophy of education. The purpose of accreditation should move in the direction of more self-improvement through self-evaluation and stimulation. The appendix includes the constitutions of the several Associations and a comprehensive bibliography. The book provides a quick rundown on the history and policies of the accrediting agencies and one man's judicious estimate of their usefulness.

The Student Teacher in Action

By Sam P. Wiggins. Cloth, XII and 217 pp., \$2.95. Allyn and Bacon, Inc., New York 11, N.Y.

Here Professor Wiggins of the George Peabody College for Teachers offers a lot of expert advice to student teachers classified as: Part One: A Personal-Social Emphasis; Part Two: Accent on Methods; Part Three: Beyond the Classroom. These familiar talks will help most readers to avoid many mistakes and to get themselves off to a good beginning in a professional career.

The Popes on Youth

By Rev. Raymond B. Fullam, S.J. Cloth, XVIII and 442 pp., \$5. David McKay Co., Inc., New York 3, N.Y., 1957.

The review editor discovered recently, to his embarrassment, that heretofore these pages have contained no comment on this outstanding book. If the work were of lesser importance, we would presume that now is too late for consideration. But this is a valuable compilation of extracts from the expressions of the Sovereign Pontiffs Leo XIII to Pius XII on every phase of the education and guidance of youth. Father Fullam, a Jesuit specialist in the field, has assembled carefully chosen extracts from the utterances of the Popes, classified them, written an introduction to each classification, compiled a complete bibliography

of their sources, and supplied a bibliography of other helpful material. It is well indexed.

This is a valuable handy reference book which must have a place on the bookshelf of every school official and youth leader. The clergy have welcomed it enthusiastically.

My Other Self

By Clarence J. Enzler. Cloth, X and 166 pp., \$3.50. The Bruce Publishing Co., Milwaukee 1, Wis., 1958.

This book will surprise many readers. It approaches the Christian obligation to be another Christ in the same way as does *The Imitation of Christ*. Since it is composed by a competent writer, in modern language, it is, of course, much easier to read than is the old spiritual best seller. An important surprise likely will be the realization of how simple it really is to be a genuine Christian.

It is Paul Who Writes

By Ronald Knox and Ronald Cox. Cloth, 487 pp., \$4.50. Sheed & Ward, New York 3.

This book reproduces the acts of the Apostles and the letters of St. Paul in continuous narrative form and adds a scholarly commentary for serious Scripture students. The page arrangement carries the Knox text on the left-hand side and the explanations of Father Cox on the right hand. For the reader the book has the advantage of the continuous story and of the immediate illuminating explanations which in the briefest form take into account the longer commentaries of Prat, Holoyer, and Father Knox himself. Preachers will find the list of Sunday and feast-day Epistles useful. The book includes fine maps of Paul's journeys but lacks an index.

Theology Library

The Historical and Mystical Christ, Vol. V
Ed. by A. M. Henry, O.P.; Tr. by Angeline Bouchard. Cloth, XVIII and 502 pp., illus., \$7.50. Fides Publishers, Chicago 19, Ill.

Christ in His Sacraments, Vol. VI

Ed. by A. M. Henry, O.P.; Tr. by Angeline Bouchard. Cloth, XVI and 466 pp., illus., \$5.95. Fides Publishers, Chicago 19, Ill.

In volume five of this Library Series, the editor presents a study of the life, death, and resurrection of Christ, the mystery of Mary and the Church, and finally the Return of Christ as Judge. This volume begins what is commonly called the "Economy of Salvation."

This is a study of Christ as the Witness, as the Son of God. Christ is the "way, the truth, and the life" for all mankind. In spite of the fact that He comes at the end of this cycle as the "way" nevertheless Christ has not been absent from any part of this theological study because He is God.

Volume six completes the Economy of Salvation. This is also the final volume of the Theology Library.

Herein we have a detailed consideration of those mysterious gifts that are the specific means of our salvation: the Sacraments. To know them it is necessary to live like a Christian and to watch the Church live.

The first chapter presents a fine preliminary discussion of "The Sacraments in General." Then a detailed discussion of each Sacrament follows, in this order: the Sacraments of Initiation (Baptism, Confirmation, and the Eucharist); the Sacraments of Healing (Penance and Extreme Unction); and the Sacraments of Ecclesial or Church Society (Holy Orders and Matrimony). — William P. Straub.

The General Science of Nature

By Vincent E. Smith, Ph.D. Cloth, 400 pp., \$7. The Bruce Publishing Co., Milwaukee 1, Wis., 1958.

Dr. Smith has chosen a very apt title for

(Continued on next page)

New Books

(Continued from page 58)

this introductory text in the philosophy of nature. The reason is that he is concerned here with investigating certain general questions, logically prior to all special scientific investigations of nature and answered by none of them. Since the conclusions attained in an investigation of this kind generate certitude and are universally valid, they pertain to the realm of science; since the subject with which this investigation is concerned is sensible matter, it belongs to the first level of abstraction of the realm of nature; since its conclusions do not depend upon those specialized experiences which we call deliberate experiment and since they cannot be formulated in the lan-

guage of mathematics, it is distinct from the specialized sciences and mathematics, even though it deals with the same subject with which the specialized sciences are concerned.

The work is divided into nineteen chapters, of which the first twelve are devoted to the problems involved in determining the foundations of physical knowledge. In these chapters, Dr. Smith is concerned with showing the nature of scientific knowledge, with elucidating the differences of the approach taken to the study of nature by the physicist, the mathematician, and the philosopher, and with discovering the first principles of the scientific study of nature.

Chapters thirteen to nineteen focus on the problem of motion, the conditions and causes of motion, and the types of motion. The final chapter (Chapter 19) brings the work to a fitting close by demonstrating the need for a

first and unmoved mover, i.e., of God.

This work has numerous features that recommend it. Among them the following are perhaps of greatest significance. First, it constitutes a brilliant attempt to integrate the various fields of knowledge and to place the science of nature in its proper perspective in a liberal education. Second, the problems found at the end of each chapter consist of significant statements by men such as Galileo, Eddington, Bergson, Einstein, Frank, Whitehead, Aristotle, and St. Thomas. These statements not only illustrate the positions of their authors on specific questions but also supply the reader with meaty matter for thought and assimilation. Third, the author's exposition of modern scientific theory and its character as a conceptual scheme is of exceptional value. Finally, it is lucidly written and ably organized.

This work will prove of value not only as a textbook for colleges and universities but for everyone interested in gaining a thorough and solid knowledge of the general science of nature and its relations to other areas of knowledge.—William E. May.

Adventures in Science

By Willard J. Jacobson, Robert N. King, and Louise E. Killie. Cloth, 387 pp., \$3.56. American Book Co., New York 3, N. Y.

This seventh grade book of the ABC Science Series is appropriately named *Adventures in Science*. It is worked out in six attractive units, namely: Our Solar System and the Universe; Our Soil; The Changing Weather; Using Electricity; Foods and Nutrition; Living Things.

The authors use the scientific method throughout, introducing each new unit with an appealing challenge to the student. The photographs and art work, in color, add much to the attractiveness of the format.

The units are subdivided into chapters and at the end of each chapter "Important Points to Remember" are clearly summarized with a list of questions headed "Let's Check Our Understanding." New word lists are followed by fill-in blank exercises giving them a specific significance. The book is rich with teacher aids disguised as student challenge exercises, each chapter having a set of questions for "Further Thought and Discussion" and "Things You Can Do," plus reading references for enrichment.

A particular feature to stimulate vocational guidance appears at the end of each unit. This acquaints the student with the work and preparation required for such vocations as an astronomer, soil scientist, meteorologist, electrical engineer, plant scientist, or zoologist.

The slow, the average, and the gifted child will find in this book not only a wealth of material but a real challenge for adventure; the teacher will find an answer to a pertinent and timely need.

—Sister Marie Therese, O.S.F.

Successful Devices in Teaching Latin

By Sister M. Bonaventure, O.S.B. Paper, 211 pp., \$2.50. J. Weston Walch, Publisher, Box 1075, Portland, Me.

A collection of methods and devices for the successful teaching of Latin. It includes a few Latin songs and Latin plays, a bibliography of Latin plays, a general bibliography, and a reading list. The book will be a definite aid to any teacher of Latin—especially an inexperienced teacher.

Je Lis Avec Joie

By Mother Raymond de Jesus, F.S.E. Paper, 176 pp., 96 cents. Allyn and Bacon, Boston 11, Mass., 1959.

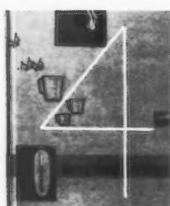
This is Book Four, the latest addition to the *Holy Ghost French Series*, which contains stories and exercises for the elementary French

(Concluded on page 82)



POWER

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- from gaining insight into mathematical relationships

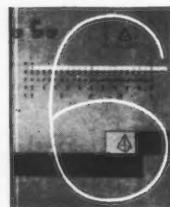


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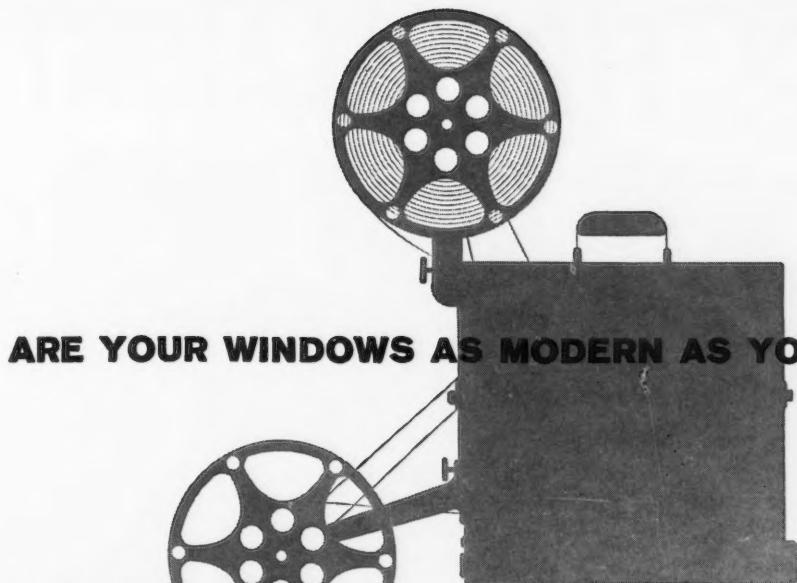
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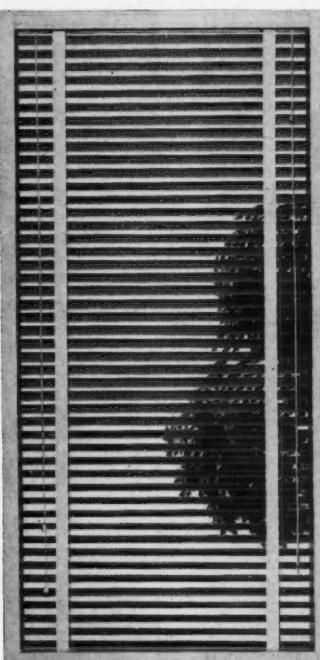


ARE YOUR WINDOWS AS MODERN AS YOUR METHODS?

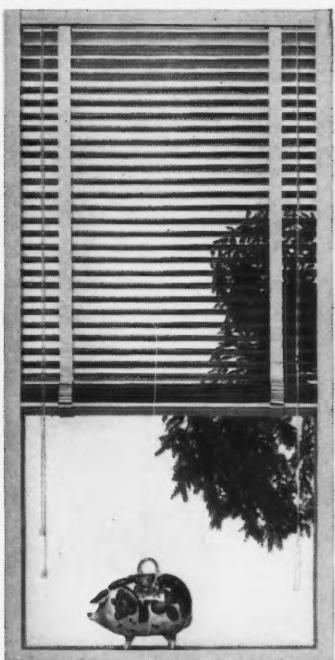
Audio-Visual teaching makes your coverings out of date unless...



THEY MAKE ANY ROOM BLACK-OUT DARK IN SECONDS...EVEN AT NOON!



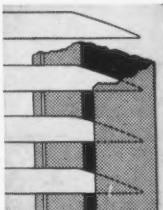
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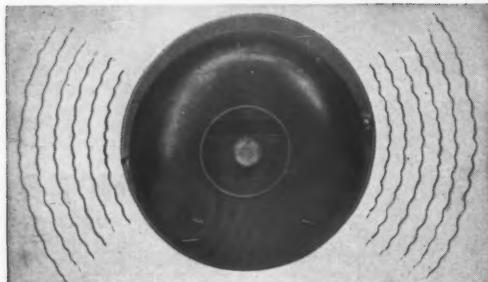
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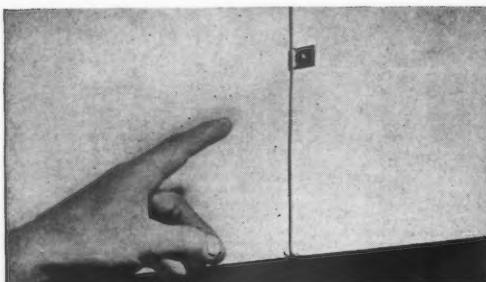
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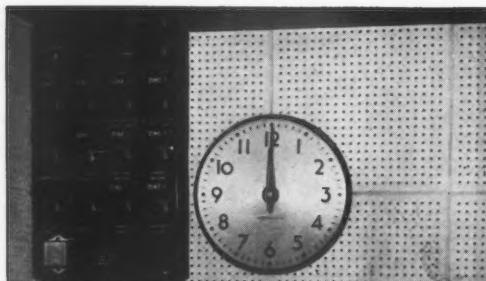
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This special Catholic Management Section will be included in the CATHOLIC SCHOOL JOURNAL five times a year—in February, April, June, September, and November—as a special service for all the administrators and supervisors of Catholic schools and institutions.

September, 1959

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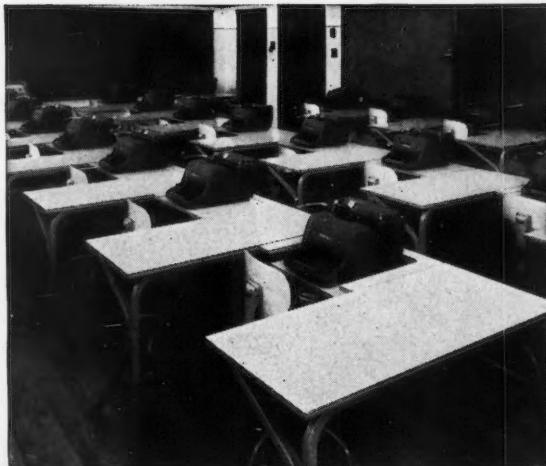


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— a photo story —

All photographs courtesy of *The Milwaukee Journal* by Henry F. Larsen, Journal staff photographer.

Very Rev. Ferdinand Mack, pastor, distributes Holy Communion at St. Bernard's Church, Middleton, Wis. The magnificent mosaic behind the altar was built as a labor of love and an art project by the elementary schoolchildren. Abstract mosaic was designed by Gene Marrggraff, artist from Winona, Minn.

Schoolchildren assemble a Church

Mosaic



Original bids for the mosaic work ranged from \$25,000 to \$60,000, but the children and their teachers turned it out at a total cost of \$7000 in four months' time. The secret of the project's success lay in breaking down the design into one-foot square sections. Left, a seventh-grader enlarges the artist's graph drawing, making an exact 4-in. copy of each section with colored pencils.



This boy cut out pasteboard squares, each one foot square, and numbered them to correspond to the mosaic diagram. They were used as trays for the assembly of loose tiles.



Even the primary grade students helped with the project by cutting out tiny squares the size of one-inch tiles from paper strips silkscreened to match the mosaic colors. Their concentration was typical of youngsters of all ages.



Boy pours warm water over sheets of imported tiles to soak off the paper backing. All 382 grade school children participated in the project which was suggested by Father Mack, the pastor.



Working from the 4-in. diagram, primary children pasted the colored paper squares on pasteboard to form a pattern. These squares were later assembled for the artist's one and only color correction with paint and brush.



It was like an absorbing game as the older children matched the exact shade of tile to the colored paper squares of the pattern.



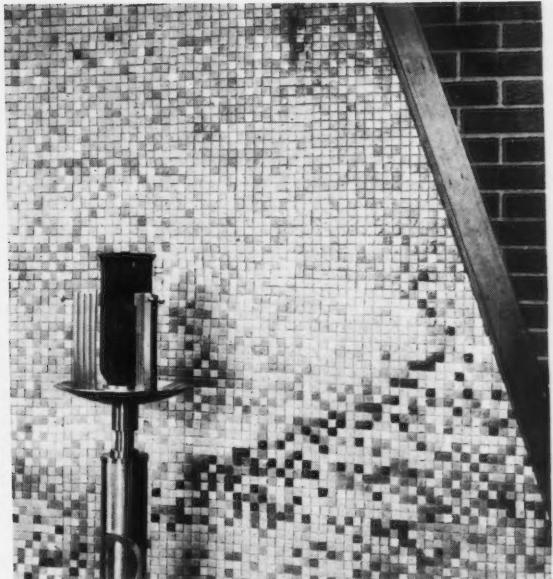
Row upon row of tiles were then slid carefully from the cardboard squares into their proper position on a composition board section. This was work for the older teenage children.



Tiles were individually glued onto heavy plywood panels that were later fastened to a wooden frame and nailed to the brick wall. Each 4 by 8 ft. section weighed about 250 pounds.



When all the 32 squares that comprised a section were completed, the adjoining end rows were slightly modified by the teachers so they would blend together. Sister Jane Frances, O.S.F., principal, supervised the entire project.



This close-up of part of the mosaic shows the shadings of tile. Twenty colors were used from black, green, brown, tan, to white, with blue and gold predominating. The full mosaic measuring 30 ft. wide at bottom by 30 ft. high, used an estimated 150,000 tiles.

A Workshop on School Business Administration

● MORE THAN THIRTY PRIESTS and Brothers, most of them administrators of Catholic high schools, came from all parts of the country and from as far away as Hawaii to attend a week-long workshop on School Business Administration at Marquette University, Milwaukee, Wis., early in June. Directing the workshop was the indefatigable Brother Leo V. Ryan, C.S.V., Ph.D., assistant dean of Marquette College of Business Administration's evening division. He had gathered together an impressive group of lecturers, all authorities in some aspect of school business management.

Although the weather was hot and humid, no one wanted to miss any of the sessions: so much had to be covered in so little time. At informal class sessions, the group considered such vital management topics as: budgeting, accounting,

auditing, purchasing, school law, insurance, planning and maintaining the school plant, personnel management, and the canonical aspects of school business administration. They visited and minutely inspected two of Milwaukee's newest secondary schools, Custer (public) and Dominican (Catholic) High Schools.

When the busy week was over, the group concluded the course had been an eye-opener to them, making them more aware than ever before of the many facets of school business management — any one of which could well be the subject of a college workshop. The workshop was filled with practical suggestions to specific management problems. A few highlights are digested here as a "capsule course" for our readers.

—The Editors.

Making Accounting Work

Accounting should give information on assets (the properties we own) and liabilities (the debts we owe), explained Brother J. Alfred, F.S.C., chairman of the Accounting Department, Christian Brothers College, Memphis, Tenn. The administrator will need detailed financial statements, while more general statements are sufficient for others, such as supervisors of religious communities, donors, general public, and recording agencies. Simplicity is the key to a good accounting system. The severest test of its efficiency is the ease with which a balance sheet and statement of income and expenditures are prepared.

There are three types of financial reports. **Balance Sheet** is a concise summary statement of financial condition of a school or institution *as of a given date*. It answers the question: What are we worth? It is helpful for year to year comparisons, for comparison with budgeted figures at the end of the year. **Statement of Income and Expenditures** gives the results of a business operation *during a given period*, the business year. In schools, this is usually from July 1 through June 30. It answers the question: How are we doing? It enables the administrator to watch the way funds are moving. **Historical Data** records facts that may be easily forgotten through the years, such as amounts donated, additions of new equipment, and capital expenditures made. Such records are helpful in obtain-

ing an up-to-date inventory of furniture and equipment for insurance purposes.

Standard business forms, available from office supply firms, can be adapted to the accounting needs of most schools and institutions. Often money can be saved by reproducing record forms on office duplicating equipment. A voucher check with a third carbon copy that can be used for posting is a time-saving record form.

Some accounting tips:

* Record each transaction as soon as possible after it takes place.

* Record transactions the least possible number of times.

* As far as possible, make entries from original documents (i.e., carbon copies of voucher checks, etc.). Avoid posting or transferring of individual records.

* Accumulate totals of similar transactions and summarize them wherever possible. (I.e., If 20 pupils each pay \$50 tuition, make only one entry: Tuition \$1,000.)

* Use record books subdivided by columns and sections for the convenience of localizing areas and balancing distributions.

* All books should be balanced and checked monthly.

When to Mechanize?

The administrators attending the conference spent several sessions developing a chart of accounts for their own operation, based on suggested forms previously men-

¹See "A Chart of Accounts," by Brother Leo V. Ryan, C.S.V., CATHOLIC SCHOOL JOURNAL, Vol. 59, No. 3, March, 1959, pp. 82-83.

tioned in the CATHOLIC SCHOOL JOURNAL.¹ Most administrators agreed that when a school has more than 500 student accounts, it is advisable to invest in a small book-keeping machine to replace manual accounting methods.

Activity Fund Accounting

There should be rigid control of all student activity funds, as well as the money raised by booster clubs, parents groups, athletic teams, etc., which is used for the benefit of the school. This was the advice of Robert M. Beaumont, business manager of the Wausau (Wis.) Public Schools and one of the writers of the ASBO bulletin on student activity fund accounting.² These funds should be deposited to one account, controlled by the school treasurer (never a student responsibility) and then dispensed by a ledger account to bonded student treasurers. The school should pay for the bonding. All disbursements over \$5 should be authorized by the principal and treasurer, and signed for by the treasurer.

On fund-raising events, such as a school play, it is a mistake to pay expenses out of pocket and then deposit the net amount, Beaumont explained. There is better control when all receipts are deposited and

²A Manual of Accounting Principles and Procedures for Student Activity Funds, Bulletin No. 17. Evanston, Ill.: Association of School Business Officials of the United States and Canada, 1957. (Paper, 65 pp., \$1.50, from ASBO Headquarters, 1010 Church St., Evanston, Ill.)

the school office pays expenses by check. A requisition form for expenses should be signed by the club counselor and the school principal. Then a purchase order is issued and a check sent from the school office. The same accounting procedures applies to such "in and out" expenditures as class pictures, caps and gowns, yearbooks, class rings, etc. Receipts and expenditures are recorded in the general activity fund ledger. Sometimes students can be assigned to do the accounting of these funds. In some public schools, Beaumont added, teachers are paid an extra \$100 per year to supervise clubs and activities.

What Can an Auditor Do?

A yearly audit can verify the accuracy of records, the consistency of a school's operation and help an administrator plan for the coming year. When ordering an audit the administrator should tell the auditor just how extensive the audit should be, discuss the types of records kept, and the special areas to be examined. According to Elvin Wunch, auditor for the Milwaukee Board of School Directors, a first audit for a school of 500 pupils might cost between \$500 and \$750. Many certified public accountants, however, will handle a yearly audit on a retainer basis for about \$200 per year, provided the auditor can work on the books several times a year during his slack periods.

The audit should be done yearly by a disinterested person, preferably a CPA and one who is familiar with school operations. "Very often parishioners or parents of school children are so qualified and will be pleased to contribute their professional services in lieu of a cash donation," he advised. "Don't underestimate the value or availability of these donations."

Tips on Purchasing

A short purchasing form is adequate for most school needs, pointed out Thomas A. Linton, director of Business Services, Racine (Wis.) Public Schools. A long purchasing form of detailed specifications, listing the physical or chemical properties of an item, is desirable for building construction bids. The easiest form of purchasing is to specify a market grade or the manufacturer's brand name. (Do not use the distributor's name.) If you are buying audio-visual equipment, for example, it is helpful to review samples from several manufacturers.

Establishing a purchasing timetable³ can equalize the work load in the school business office. Stagger buying throughout the year. Wherever possible, avoid buying during the seller's busy season, which in the school field is the months of July and August. One way of following up on deliveries is to enclose a duplicate of the purchase order which the supplier returns

³See a suggested "Timetable for Purchasing Basic Supplies," CATHOLIC SCHOOL JOURNAL, Vol. 58, No. 6, June, 1958, p. 62.

as an acknowledgment after filling in the expected delivery date.

Centralizing all purchasing in one office can result in average over-all savings of about 15 per cent. This procedure saves not only money, but time and eliminates the confusion of having too many purchasing agents. It's a good rule not to allow salesmen on school premises unless referred to an individual teacher by the office.

Certain school supplies should be standardized throughout the school since they lend themselves to larger quantity orders and require less handling and checking. Some of these items are: art supplies, textbooks and workbooks, maintenance supplies, physical education supplies, and school furniture. Buy standard packages and sizes that suit the needs of the users. For example, floor wax or liquid hand soap in five-gallon cans may be easier to store and use than larger "economy" drums. Dispose of scrap and surplus materials and equipment. Sell wastepaper, dispose of outdated printed forms, return unsold textbooks to the publishers for a refund, etc. It may be more profitable to sell used typewriters to teachers or students than to trade them in.

When items are delivered, be sure to check the quantity and quality of materials.

On Saving Money

"To cut down on instructional equipment is a sign of poor management," is the opinion of Rev. Dumas L. McCleary, C.S.V., Ph.D., Loyola University, Chicago. "Save money on unnecessary expenses and spend it to improve instruction," he advised. One saving is to take the two per cent cash discount on items purchased. Most sellers will agree to this discount if payment is prompt.

Lay Teacher Contracts

It would be most desirable if private and parochial schools drew up definite teaching contracts for the lay teachers they employ, suggested Reynolds Seitz, dean of the Marquette School of Law and president of the National Organization of Educators in School Law. The contract should specify the kind of work for which the teacher is engaged, make provisions for times of emergency when the school may be closed, list reasons for dismissal during the year, and contain a clause insuring automatic renewal of contract if the teacher is not notified by March 15.

Personnel Management

"If you have a dissatisfied employee, you had better talk to him," advised G. Alvin Wilson, assistant superintendent of Oak Park (Ill.) Public Schools, and president elect of the American Association of School Business Officials of the U. S. and Canada. He suggested that the person supervising buildings and grounds hold a

half-hour meeting every morning with the head custodian or the entire staff to outline the day's work and check on activities.

When employing staff personnel all agreements should be in writing. It is helpful to distribute a simple mimeographed statement of the school policy to all employees. A suggested policy would include definitions of the work week, overtime pay, paid holidays, vacation pay, physical examinations required, salary payments and deductions, and benefits such as sick leave, Social Security, retirement programs, hospital and surgical insurance, workmen's compensation, free uniforms, etc.

When interviewing prospective employees, Wilson advises following a checklist of items printed on a card. "But don't make the interview too mechanical," he warns, "get the person to talk about himself." It is important to check all references, but weigh them carefully. "Sometimes a superintendent will recommend very highly a teacher he wants to get rid of," he remarked. Stenographers should be given a typing and shorthand test. Physical examinations are always required for all kitchen and cafeteria personnel, and generally for custodians. "Generally, we hire staff workers on a test period basis: 'You have a month to make good.'"

On Planning a Building

There are two main questions to ask about a school building: (1) How satisfactory is it for educational purposes? and (2) How satisfactory is it as a physical structure? These questions were posed by W. W. Theisen, former assistant superintendent of schools and Superintendent *pro tem*, City of Milwaukee schools, and a past president of the National Council on Schoolhouse Construction.

In locating a building, consider how the site will be 5, 10, 15, or 20 years from now, he advised. Before remodeling, consider if it might be better to sell and build in a better location.

When planning a school building, spend at least three to six months mapping out the educational requirements. Check with the accrediting agencies for their requirements (such as, size of library, laboratories, etc.) Consult with the public about such public areas as the gym and auditorium. Decide on the activities the program will include. Specify all details. Be sure there is a right proportion of rooms; often in high schools there are not enough general classrooms in proportion to special laboratories. Check new books and magazines for building ideas.

Insist on preliminary sketches from the architects and revise and change these before working drawings are made and construction begins. Plan a flexible building: keep away from bearing walls but consider walls that can be moved. Keep light and heat facilities along the corridors. Provide for future expansion of the building.

teacher shortage



Audiometric testing.



Cataloguing library books.

Supervising classes and playground.



Mothers Volunteer as Teachers' Aides

All photographs courtesy of Diocese of Steubenville, Department of Education

● IN THE DIOCESE OF STEUBENVILLE, Ohio, the Rt. Rev. Msgr. Henry J. Grigsby, superintendent of schools, states that "the teachers' aides program has greatly helped classroom teachers with their work. Much extra help has also been given to the children."

Generally, these aides are mothers who volunteer their talents and time to serve the parish school. They serve in a variety of ways: by accompanying groups of children for inoculations in the office of the public school nurse, by handling the sales and records of books and supplies, by cataloguing the school's library books. Mothers type all kinds of school records: health reports and inoculation cards; the permanent, daily and transfer records of students; they type names, etc., on report cards.

Mothers with teacher training help children with their lessons. Some take over small groups of children from large classes for extra drill in arithmetic, spelling, and oral reading. Some help individuals or small groups of slow learners. Others assist transfer students from other schools to adjust to the school program and subjects. Others check papers for teachers, or supervise the lunch hour and playground activities. All these "helps" alleviate the burdens of the classroom teacher, particularly in overcrowded, understaffed schools.



**Dioceses and parishes throughout the country stem
the teacher shortage with volunteer aides. Read how this
Mother's Guild operates in a Toledo, Ohio, parish.**

By MRS. ROSE MARIE WITT

Former Chairman, Gesu Mothers' Guild, Toledo, Ohio

• AT GESU PARISH, Toledo, Ohio, the Mothers' Guild is a comparatively new organization, formed at the beginning of the school year, 1957-58, yet it is an exceptionally active group dedicated solely to alleviating the workload of the school's 18 teachers.

The school enrolls 785 pupils in grades one through eight, an average of 43 children per teacher. The teaching staff consists of 10 School Sisters of Notre Dame and eight lay teachers. The Rev. John J. O'Brien, S.J., pastor, is assisted by four Jesuit priests.

All mothers of students automatically become members of the Gesu Mothers' Guild, whose primary purpose is service to the parish school. Some of the practical problems which the Guild tries to solve are detailed in its constitution: "The rapid increase in student enrollment, the shortened lunch period, the problem of teacher shortage with no teacher replacement in case of teacher illness are a few of the complex problems that demand our immediate and continuing cooperation. This Guild shall render those services peculiarly adaptable to mothers' abilities, thereby relieving our teachers of undue hardships so that their energies may be more fully devoted to their proper sphere—the education of our children."

Some specific projects are also outlined in the Guild constitution: "We shall cooperate and work with all recognized educational institutions for the welfare and promotion of our school. We shall assist our school public health nurse to expedite the visual and hearing tests of our students. We shall initiate and sponsor a teacher training program with the cooperation of Mary Manse College. This program will provide a source of teachers qualified to meet the standards as set forth in the Revised Ohio State Code issued by the State Board of Education, effective not later than September, 1958."

Organizational Pattern

The Guild does not formulate or set policy in any way, but functions only to give service wherever and whenever it can. Since it has no dues or fund-raising projects, the Guild operates on a small annual

operating expense appropriated by the Gesu Sodality with which it is affiliated. Monthly meetings are held. The officers—chairman, co-chairman, secretary and treasurer—hold office for one year. Each of the main activities of the Guild is conducted by a separate standing committee, with such titles as Recruitment of Substitute Teachers, Teacher Training Program, Principal's Assistants, Typing Committee, and Library Committee. The chairmen of these various committees, together with the Guild officers, pastor and principal of the school, and prefect of the Sodality compose the Executive Committee.

Mothers Volunteer Many Services

The Mothers' Guild has been quite successful in enlisting the aid of students' mothers by operating in the following manner:

Each year the Guild Chairman appoints two room mothers for each classroom. These mothers set up a lunch supervision program, take over Christmas preparations and room parties, cover the books used in class, and, in general, respond when called to help with room projects. Probably the greatest undertaking is the lunch supervision. Each noon, each room is supervised during the lunch hour by a mother from that respective room. At the beginning of the year, schedules are set up by the room mother with other mothers who volunteer to cover certain days. In general, a mother may volunteer to serve on a specific day of the week (such as Wednesday), and usually she will be asked to supervise every third week. Such supervision allows the classroom teacher complete freedom during the entire lunch period. After lunch the mothers also supervise playground activities.

Because the school principal is also a teacher, the Guild has established a Principal's Assistants committee. These mothers volunteer to work in the school office periodically. They type, file, answer the telephone, and take care of sick children.

Calendar Forms Used

The Guild arranges these committee schedules on a simple, duplicated calendar form. The school year is divided into six

six-week periods of five days, from Monday through Friday. Holidays and free days are indicated. In the corner of each calendar square is the number of the date, i.e., 9-7 would be September 7. The squares are filled in with the last name of the mother who is on duty. A separate sheet contains the full name, address, and telephone number of all volunteer mothers, as well as a list of several substitutes who can be called to fill in at short notice.

The calendar for office service is identical in form except for its general heading and the division of each square into A.M. and P.M. Hence, each day lists two mothers, one who will be on duty in the morning, the other in the afternoon. Mothers are assigned for a specific day of the week, in the morning or afternoon, and serve every second or third week. Occasionally, a mother will offer to serve, for example, every Wednesday afternoon during the entire year. Enough copies of these two schedules are run off on the school's duplicating machine to supply the Guild officers, pastor, principal, teachers, and all those serving on the committee.

The Teacher Training Program

During the Guild's first year, 31 mothers from Gesu parish participated in a teacher training program at Mary Manse College in Toledo. Most mothers prepare themselves to be substitutes or teacher's assistants, although some are working toward temporary certification, and a few who need only a few extra credits have already completed requirements for elementary teaching certificates. Each mother pays her own tuition. During the first year, the Guild estimated that more than \$1,640 was spent on tuition fees.

Last year, of the 36 mothers enrolled in the Mary Manse teacher training course, 22 were from the Gesu Guild, and the others were from 12 other Toledo parishes. Those working for a degree or certification follow the curriculum outlined by the State of Ohio. Teacher assistants may elect any or all of the following courses: principles of education, educational psychology (each two semester hours); general psychology, child psychology, methods of teaching

(Concluded on page 71)

This handsome office might serve a college president or be part of a rectory living room. It features Aristocrat modular furniture.

By J. H. PRESTON

Manager, Institutional Records Dept., Remington Rand Division, Sperry Rand Corp.



Planning for Office Efficiency

WHEREVER there are records of any sort to be kept, letters to be written, documents to be preserved, and essential interests maintained, an office exists. Whether this office is a one-desk affair or whole floor in a good-size building is entirely beside the point. Too often we are deluded into believing that because ours may be a "small" operation, there is really no need to think of an "office" in formal terms. However, size will not change matters; the office does exist. The only question managers really decide is: How well does an office perform its functions?

The old business of "making do" with borrowed, old, or adapted furniture and equipment represents a threat to efficient management. There is no altering the fact that office efficiency is directly related to furniture and equipment, and the manner in which they are put to use. Makeshift office layout went out with the roll-top desk, the green eyeshade, and the side-winding telephone. The modern office is one that has been carefully arranged for the optimum accommodation of the people who work in it, one that provides comfort and stimulates productivity. Your office may fulfill that definition—and then again it may not.

There's no need to call up an efficiency expert to get the answer to that question. You can be your own office analyst, provided you go about it in the right way. This article will try to show you how by

setting forth the ground rules based on Remington Rand's 50 years of experience in planning for office efficiency.

Measure the Over-All Space

The first sensible thing to do is take complete measurements of the space at your disposal—the length and width of the over-all office and each of its partitioned subdivisions, if any. Then prepare a rough sketch of this floorplan, including the locations and relative size of all columns, radiators, and other unavoidable obstructions or irregularities, also noting the placement of windows, doors, and electrical outlets. You will now have a picture of the office you are paying for. The next step will begin to show whether you are getting your money's worth.

Diagram Furniture to Scale

Draw, to scale, the shapes and positions of all desks, tables, chairs, filing cabinets, air conditioning units if any, and other pieces of stationary equipment as they are presently arranged. There is nothing magical about this. Literature exists which can show you how it is done.

Now, with penciled lines, show the path of flow of each routine work procedure: the trip your secretary must make back and forth to the correspondence file, for example, and the trip you yourself must make to consult the membership or other important records. In larger offices, the flow diagram would have to show how

clerical work moves from one desk to another or one department to the next; and it would have to show the distance each staff member must travel to consult with his superior, or vice versa. The finished picture may look as trim and logical as a machine. On the other hand, it may well reveal a surprising state of disorder, unnecessary complexity, duplication of effort, wasted space, and wasted steps.

An office in any organization is apt to grow and change of its own accord with the passage of time. Files accumulate until they crowd out aisle space. New work stations are arbitrarily established wherever they will fit. New clerical procedures are undertaken with little or no regard to their effect on the over-all work pattern. If these things are happening in your office, the diagram will bring them sharply into focus.

The diagram may show that sizable areas of floor space are seldom used at all, while others are needlessly dense with activity. It may show many lines of passage converging in a narrow space between two desks, when it would be more sensible to create a broader thoroughfare elsewhere. It may reveal that you or your secretary are constantly having to get up and walk to a records cabinet or a subsidiary work-table that might just as easily be placed at your elbow. In a large office layout, the diagram of work flow through clerical sections may show a zig-zagging and doubling

TIPS ON OFFICE PLANNING

- Don't arrange desks facing windows or so people face each other.
- Don't locate desks near heat sources, in a draft, or where they obstruct sources of light.
- Allow plenty of work and aisle space between work stations.

Recommended office space:

Private executive offices	200-400 sq. ft.
Supervisory personnel	90-160 sq. ft.
Clerical help	45-60 sq. ft.
Aisle width between desks	3-5 ft.

back instead of a logical straight-line progression from start to finish.

What remedies are to be taken? There are several. Here is one: In planning the rearrangement of your office you need not be hampered by the inflexible standard sizes and shapes of conventional desks, worktables or cabinets. The most efficient offices today are built of modular furniture: individual sections of desks, table, pedestal and cabinet that can be bolted together in an infinite variety of combinations to suit the particular space or work-convenience problem.

For example, keeping an extra worktable in your private office, however necessary, may take up so much space that the room will not accommodate more than two or three visitors at a time. The answer here might be to replace both the table and the regular desk with an L-shaped combination of modular units, putting one writing surface before you and another at your side, leaving the central part of the room clear.

Perhaps your survey shows that one of the three-girl clerical staff must constantly walk the length of all three desks to receive work from her supervisor. It might be better to put all three girls at a U-shaped modular unit, which would allow them to hand papers back and forth without stirring from their seats.

These are only two solutions to obvious problems. Skillful arrangements of modular units can be made to fill the needs of virtually any work station within a minimum of space. An illustrated catalog of all the basic component parts in the new Aristocrat line of modular furniture, with full details on the function and dimensions of each piece, is available free of charge from any Remington Rand sales office.

Another major remedy is not in the rearrangement of furniture but in the adoption of different types of recordkeeping equipment. For example, your office staff may be needlessly wasting time and motion by going through an unnecessarily complicated routine for handling dues payments or other records. In setting up record procedures, it is entirely possible that qualified specialists might be of assistance. Systems experts in your area are fully trained to analyze your office problems in depth and to make specific, detailed recommendations.

Fire-resistant filing cabinets, available in all standard sizes, can be another source of increased office efficiency. For example, some parish offices remove their baptismal records or other irreplaceable documents to a fire-resistant safe at night. By keeping the same papers permanently in an insulated Safe-File cabinet, you can eliminate a daily chore and gain round-the-clock records protection where it is needed most, at the point of use.

Meanwhile, you can conduct your own office efficiency survey. You can go a long way toward effecting your own efficiency-improvement plan by using nothing more than a tape measure, a penciled diagram, and plain common sense.



File drawers insulated against fire feature a safety combination lock.

Mothers Volunteer as Aides

(Concluded from page 69)

reading, the skill subjects, the social studies, children's literature (each 3 semester hours), a total of 22 credit hours.

A parish mother who is a qualified teacher serves on the Guild's Substitute Teacher committee. These teachers are on call through the committee chairman. During the past year, the Guild's Library committee was headed by a young mother who is an ex-librarian. She and her committee repaired and made available all the library books. Presently, they are also training eighth grade girls to help with book disbursements.

The Typing committee is another group of mothers who do school typing in their homes. In many cases this arrangement enables women with small children to participate in Guild activity.

During the second semester last year, the Guild initiated two new projects: a noon recreation program and a remedial reading program for slow or retarded readers. Both were done on a modified basis. From 12:30 to 1:00 p.m., each day, the volunteer mothers taught first and second graders games and activities which they hoped the children would continue to play on the outside playground when the weather was clement. Each room is assigned a noon period in the gym where the classes meet with the same mothers each time.

The reading program is for the first, second and eighth grades. A team of three mothers was assigned to retarded readers in a respective room to give some consistency to the program. Eighth graders were included to give them extra help before entering high school.

A Pastor's Evaluation

"The Guild has completely cooperated with the school policy set by the pastor and the principal. The contribution of the mothers in time and work has saved the parish many precious dollars," states the pastor, Rev. John J. O'Brien, S.J., in evaluating the Guild's contributions. "They have relieved the Sisters of a number of time-consuming tasks. Thus, the teachers are free to devote themselves more wholeheartedly to their main work — educating the students."

"The participation of the mothers in the work of the school has given them a greater enthusiasm and interest in the school. They now feel they have a direct part in the education, not only of their own children, but of the entire student body. Too, they have grown in understanding of and sympathy with the problems facing Catholic educators."

A digest of Dr. James B. Conant's

21 Recommendations for High Schools

1. The Counseling System. Counseling should start in the elementary school. There should be one full-time counselor or guidance officer for every 250 to 300 high school pupils.

2. Individualized Programs. It should be the policy of the school that every student has an individualized program; there should be no classification such as "college preparatory," "vocational," or "commercial."

3. Required Programs for All. 4 years of English; 3 or 4 years of social studies, including 2 years of history (including 1 year of American history); senior course in American problems or American government; 1 year mathematics; 1 year of science; plus a "significant sequence" of at least seven more elective courses. All students should be urged to include art and music in their elective programs.

4. Ability Grouping. Students should be grouped according to ability, subject by subject, in at least three types of classes, for the more able, the average, and the very slow readers.

5. A Supplement to a High School Diploma. In addition to the diploma, each student should be given a durable record of the courses studied in four years and the grades obtained.

6. English Composition. The time devoted to English composition during the four years should occupy half the total time devoted to the study of English. Each student should be required to write an average of one theme a week. No English teacher should be responsible for more than 100 pupils. Schoolwide composition tests should be given in every grade.

7. Diversified Programs for the Development of Marketable Skills. Instruction in commercial subjects, home economics, vocational agriculture, community, trade and industrial programs should be available. Half a day is required in the eleventh and twelfth grades for this vocational work.

8. Special Consideration for the Very Slow Readers. Ninth graders who read at a level of sixth grade or below should be given special attention by special teachers. Remedial reading and special types of textbooks should be provided.

The American High School Today

A First Report to Interested Citizens. By James Bryant Conant. Cloth, 144 pp., \$2.95 (Paper, \$1). McGraw-Hill Book Co., Inc., New York City, 1959.

The small high school with a graduating class of less than 100 cannot provide satisfactory education for students of varying abilities, and it makes uneconomical use of the time and efforts of administrators and teachers already in short supply. This is the well-publicized conclusion of Dr. Conant's detailed, two-year study of America's comprehensive senior high school. The study was financed by a grant from the Carnegie Corporation. Currently, Dr. Conant is studying the junior high school.

The complete report deserves thoughtful reading and consideration from all administrators of high schools, public or Catholic. The 21 Recommendations, so briefly digested here, should be studied in detail.

9. The Programs of the Academically Talented. A minimum program should be: 4 years of mathematics, 4 years of one foreign language, 3 years of science, in addition to 4 years of English and 3 years of social studies. A total of 18 courses with homework to be taken in four years. This program will require at least 15 hours of homework each week.

10. Highly Gifted Pupils. Special arrangements should be made for the highly gifted who constitute about 3 per cent of the national student population. If there are too few in a school, a special tutor should be assigned to them. If there are enough students for a class, they should participate in the twelfth grade in one or more freshman college courses for advanced credit.

11. Academic Inventory. The principal should provide an annual academic inventory summarizing the future college plans of academically talented pupils, without giving their names.

12. Organization of the School Day. There should be at least six periods in the school day, in addition to the required physical education and driver education courses. A seven- or eight-period day (with 45-minute periods and double lab periods) is even more flexible.

13. Prerequisites for Advanced Academic Courses. Those who enroll in each successive course of a sequence should have demonstrated the ability required to handle that course, by a minimum passing grade of C.

14. Students Should Not Be Given a Rank in Class According to Their Grades in Subjects. Desire to rank high has led bright students to elect easy courses in order to obtain high grades. The graduating class should not be ranked on the basis of grades obtained in all subjects and a valedictorian not be named on that basis.

15. Academic Honors List. At the end of each marking period, a list should be published of students who had elected courses recommended for the academically talented and made an average grade of B. Outstanding students in the commercial or vocational courses should receive some special recognition.

16. Developmental Reading Program. A school should have equipment for a developmental reading program.

17. Summer School. The school board should operate a tuition-free summer school not only for students who have to repeat a subject, but also for the bright and ambitious students.

18. Foreign Languages. The school should be ready to offer a third and fourth year of a foreign language, no matter how few students enroll. Guidance officers should urge the completion of a four-year sequence of one foreign language if the student demonstrates ability in handling foreign languages.

19. Science Courses. All students should obtain some understanding of the nature of science and the scientific approach by a required course in physical science or biology, given in at least three sections, grouped by ability. Two types of chemistry and physics courses should be offered for those with and without the required mathematical prerequisites.

20. Homerooms. For the purpose of developing an understanding between students of different levels of academic ability and vocational goals, homerooms should be organized in such a way as to make them significant social units in the school.

21. Twelfth Grade Social Studies. In the twelfth grade a course on American problems or American government should be required. The class should be heterogeneously grouped as a cross section of the school. This course should develop not only an understanding of the American form of government and of the economic basis of our free society, but also mutual respect and understanding between different types of students.

● A PRIVATE TELEPHONE SYSTEM with automatic switchboard has solved a complicated intercommunication problem at St. Joseph's parish, Downers Grove, Ill. Rev. Lester J. Kiley is pastor of this typical small town parish which serves 1400 families. The parish plant consists of an old and a new church, an old and a new school enrolling about 680 pupils, a convent and a rectory. Father Kiley's staff is composed of two priest assistants, 11 Sisters of Providence, three lay teachers and two custodians.

Before the intercommunication system was installed, persons delivering notes or receiving instructions had to walk from building to building. Although the parish buildings occupy a city block, the walking distance from convent to old church, for example, is 1½ blocks. Now a private telephone system links all buildings and saves countless steps and time. Similar systems can be installed in any parish plant where buildings are located in the same block. Where buildings are in different blocks, local ordinances may prohibit the stringing of private communication lines over public streets.

The intercommunication system, manufactured by the DuKane Corp., St. Charles, Ill., has several telephone extensions: both upstairs and down in the old church, the school, rectory and convent; also in the sacristy, choir loft, assembly hall, and

custodian's office near the boiler room. The school is equipped with a two-channel sound system: one for intercom, the other for program distribution utilizing an AM-FM radio, a four-speed automatic record player, or a tape recorder. It also has an "all-call" control to be used for emergency warnings or to send the same program to all classrooms.

(For Further Details Circle Index Code 0151)



Intercommunication:

A vital link in parish management!



● A TWO-WAY RADIO has been installed in the parish office and private automobile of the Very Rev. Msgr. Joseph G. Bailey, pastor of St. James parish, Gouverneur, N. Y. By flipping a switch on the office "mike" the parish secretary, Mrs. Ruth Desnoyers can communicate instantly with him in his car.



The large, gray stone church in downtown Gouverneur is the only Catholic parish in a community of 5000. Some parishioners come from distances of 15 to 20 miles. Msgr. Bailey is presently planning a new elementary school not far from the present church. He is also directing a newly organized "postgraduate" school for

priests recently ordained in the new Diocese of Ogdensburg. Although the St. Pius X Institute of Pastoral Training is located across the street from the St. James rectory, the work entails traveling to nearby cities in northern New York. The curriculum stresses the need for the clergy to be in closer touch with the day-to-day activities of parishioners and to achieve a better balance of a priest's time among parishioners and administrative tasks.

The automobile radio has helped Msgr. Bailey achieve complete mobility of operation. Installation was arranged by the Mobile Communications Co., Syracuse, N. Y., manufacturer's representative of General Electric. The company inquired whether the clergy could be licensed for two-way radio operation in the same way that other businesses can qualify. The Federal Communications Commission has authorized the priest to go on the air with a two-way radio in his car and a dispatch station at the rectory. A low-band frequency has been assigned by the FCC which gives more than ample coverage for the 30 miles his car has to travel. This system, leased from the General Electric Company, has the effect of putting his office on wheels and helps him bring town and country closer together.

(For Further Details Circle Index Code 0152)



A carved Christus hangs against a polished mahogany cross behind the altar. The carvings represent the four evangelists.

A small triangular chapel dominates
this modern Florida high school

Pensacola Catholic High School

● WEST FLORIDA — a part of the Diocese of Mobile-Birmingham — is "mission country" as far as Catholic influence is concerned. So there was added cause for rejoicing when Pensacola Catholic High School opened its doors last September to 446 boys and girls. This fall, 510 will be enrolled.

This is the first centralized Catholic high school in West Florida and, of course, in Pensacola, a gulf city of 54,000 population having nine Catholic parishes. Previously the only secondary instruction under Catholic auspices was at a small Negro mission school enrolling about 85 pupils. The Rev. Desmond J. Reagan is principal at Pensacola Catholic. The teaching staff is composed

of four diocesan priests teaching full-time, nine Sisters of Mercy, four Sisters of St. Benedict, and nine lay teachers.

The new high school, all on one level, is located at the corner of Scott and W streets on a site 1450 by 600 ft. The site encloses a pond and plenty of land for athletic fields and future expansion. Next building plans call for convents for both teaching orders to be built near the school. Present classroom facilities were planned for 600 pupils. Architect Hugh J. Leitch of Pensacola, designed this modern brick and concrete building on an open courtyard plan. The reinforced concrete slab roof covers both the classrooms and an exterior walkway. The overhang is supported by concrete



pillars. When landscaping is completed, the walkways should be pleasantly cool and shaded.

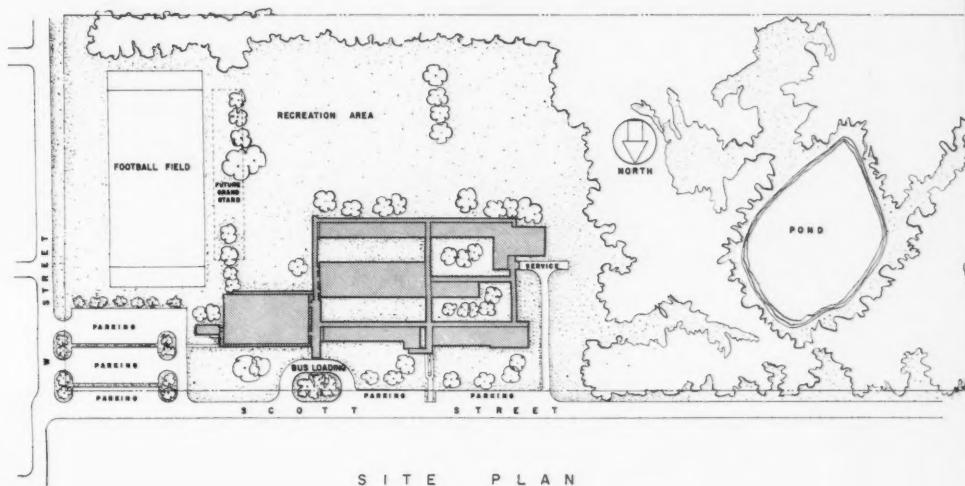
The building has 14 general classrooms, approximately 25 by 30 ft. There is a large combination physics and chemistry lab, a biology lab, and a wing housing the commercial and art classrooms. The homemaking suite adjoins the school kitchen and cafeteria in this well-arranged building. In a quiet corner beyond the administrative suite is an attractive library complete with office, conference and workroom. Dominating the entire school building is a small chapel, triangular in design and finished inside and out with the beige common brick of the building.

The gym-auditorium is a separate building, 120 by 84 ft., east of the school. Curving stone arches supporting the gym roof extend to the ground on either side. It has a built-in stage, lockers and showers for boys and girls. The seating capacity is 1500 for assembly, 800 for basketball.

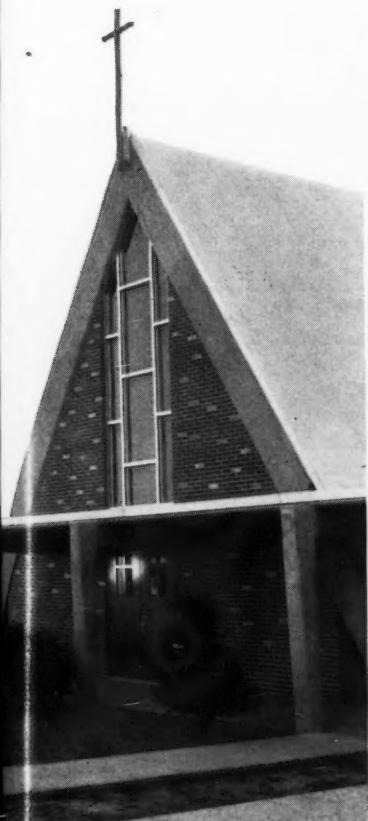
Various finishes are used in the interiors. Terrazzo floors in the chapel, offices and enclosed corridor; quarry tile in kitchen, science and homemaking labs; asphalt tile in classrooms, and strip maple in the gym. Painted concrete blocks form classroom walls, while tile and cement enamel finish the walls in kitchens, homemaking lab, cafeteria, toilet, locker and shower rooms. Classrooms have aluminum jalousies breeze sash. There are skylights in classrooms, chapel, library and gym, supplemented by multi-ring indirect incandescent fixtures. Built-in mahogany cabinets, green chalkboards and cork bulletin boards are features of the classrooms. The building is heated by forced air hot water convectors. Provision for future air conditioning has been built into the administrative offices.

The architect estimates total contract cost of the building at \$579,200.00, a per sq. ft. cost of \$11.11. An additional \$100,000 was spent for equipment.

ARCHITECT:
HUGH J. LEITCH
Pensacola, Fla.

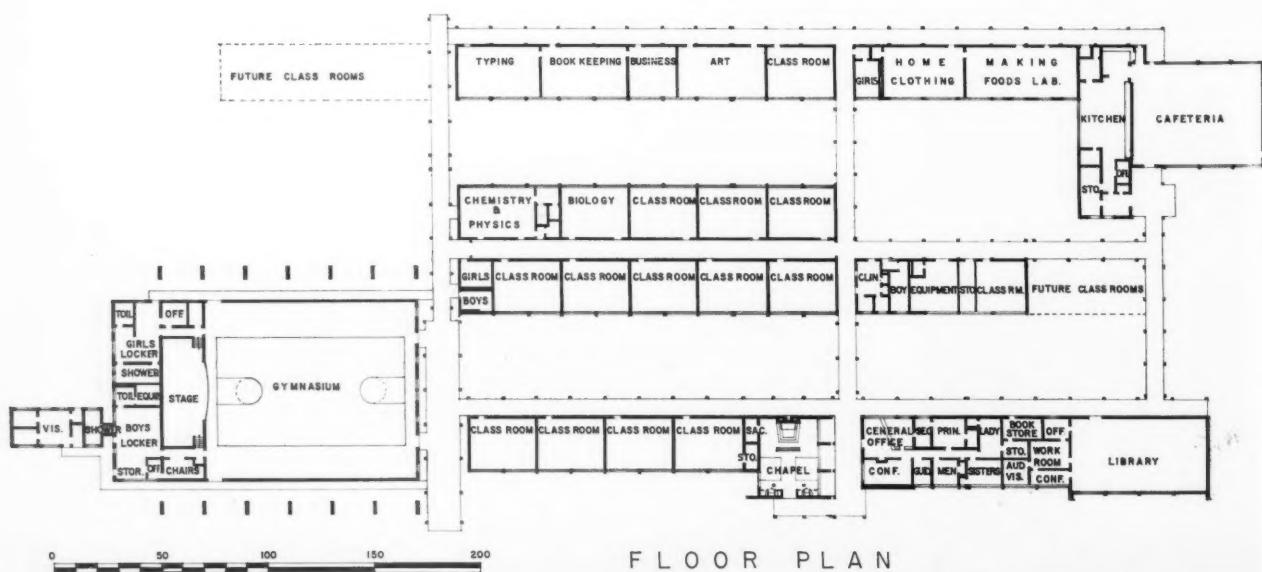


Open courtyards (far left) connect the various wings of Pensacola Catholic high school. Only the curved sweep of the gymnasium roof and the peak of the small chapel rise above the one-story level. The library is in the foreground below.





The single level, courtyard plan of Pensacola (Fla.) Catholic high school permits an abundance of natural lighting to enter the building. Note how skylights and incandescent fixtures augment the daylighting in the gym and library above. Library features adjoining workrooms, an office and a special display of taxidermy. A bright cheerful kitchen is behind the cafeteria serving counter. The gym seats 800 for sports, and 1500 when used as an auditorium.



Seasonal Schedule for Cleaning

By DAVE E. SMALLEY

Technical Editor, Better Building Maintenance

MAINTENANCE of the building is a year-round duty. Many of the same chores are repeated daily or weekly throughout the year, yet certain procedures vary with the seasons or changing weather conditions. For instance, in the northern United States and all of Canada, there is a definite difference in some winter and summer maintenance requirements and processes. Even the fall and spring have a few special conditions that call for different processes.

Because the change in maintenance methods and processes is governed more by the seasons than by the month, this schedule is grouped by the approximate seasons, beginning with September, the month of this issue. It is, of course, understood that such regular chores as sweeping and dusting are a *daily* routine all through the year, so they will not be listed here.

September, October, November

In parts of the country where winter weather presents a special problem, the floors suffer most. Therefore, during the fall, floors should be thoroughly scrubbed, all the old floor wax removed and fresh wax applied. The month when this work should be done will depend upon how far north or south you are located. It should be done ahead of heavy rainy periods and before snow begins to fall.

At least two coats of good floor wax or two of the newer emulsified resin finishes should be applied. The wax should be well buffed. Either treatment is designed to help protect the floor from the rugged use of winter traffic. The treatment is especially advisable at points of high traffic: on the street floor, at the entrance of an elevator, and the floor of the elevator. After the floors have been waxed, daily buffing and wet mopping as needed are about the only maintenance processes necessary besides sweeping or dusting.

Venetian blinds should be wiped with a damp cloth, and thereafter vacuum cleaned two or three times a week. If windows have been open during the summer, remove dust from upholstery, shelves and carpeting with a vacuum cleaner. If an air conditioner has been in use, vacuum clean the air ducts. Dust allowed to set all winter on unused

surfaces will be more difficult to remove in the spring.

If radiators need repainting, they should be done before the heat is turned on. A metallic paint (such as aluminum) is preferred, since conventional paints tend to insulate.

Clean the chandeliers with the vacuum cleaner. If parts are beyond the reach of a suction head, use the blower. Replace all burned out or failing light bulbs, incandescent and fluorescent, and clean all dirty bulbs. If the fluorescent lights have reflectors, clean them with a damp cloth. Egg-crate reflectors may have to be taken down for adequate cleaning. Since the winter brings dark days and early twilight, efficient lighting is a means to greater working efficiency, as well as a protection to workers' eyes.

Vacuum clean the carpeting to remove embedded grit which, under pressure, may cut the pile at the base.

If the building has exterior aluminum, such as storm window frames and doors, clean the aluminum parts with a neutral cleaner (alkali is damaging to aluminum), then coat with a solvent type floor wax, liquid or paste. The wax offers protection during winter weather.

Order all freezeable supplies in the fall, enough to last until April, especially if you are located in the north. Most water wax emulsions are now free from damage from freezing, but if unduly exposed to frigid weather they may be impaired. You can play safe by receiving such material ahead of the very cold weather.

Get the furnace or boiler ready for firing as soon as the weather justifies.

December, January, February

Floors suffer most in the winter. Snow and slush, tracked in from the street or sidewalk, show heaviest at the entrance, but continue in diminishing evidence as traffic proceeds into the building. Although it may seem necessary, daily scrubbing in the winter is not only a time- and labor-consuming operation, but it can also be dangerous, especially at the entrances. Soapy floors can be slippery at any time, but much more so in snowy, icy weather.

Therefore, scrubbing should be done on weekends when buildings are not in use or in the evening when floor use is at a minimum.

Even wet mopping can be hazardous at or near the entrance where snowy or icy shoe soles already present a slip hazard. Dry cleaning the floor with a steel wool pad under a floor machine avoids this hazard and often takes the place of wet mopping. Do not use steel wool on marble or terrazzo as fragments of the wool may rust and cause stains. For these stone floors, use the new nylon abradant pads.

Keeping the adjacent sidewalk and entrance free from ice and snow greatly reduces the slipperiness hazard and lessens floor maintenance problems. The easiest way is sprinkling the surface with calcium chloride. Exterior mats of cocoa fibers, woven steel wire, link or strip rubber tend to remove accumulations from the feet before entering the building. Corrugated rubber runners leading from the entrance inside the building are an added safety factor, as well as protection to the floor.

Winter is a poor time to install new floors, particularly the resilient types. They must be kept in a temperature not lower than 70° F. for 48 hours before installation, and that temperature or higher must be maintained during the laying. Radiant heat is seldom injurious to any of the resilient floors, but if overheated asphalt tile may soften slightly. Radiant heat is least effective under a cork floor.

Humidity plays an important part in efficient heating. Since moisture is a conductor of heat, a room with sufficient humidity will be more comfortable at 70° F., than a room with dry air at 80° F.

To wash windows in freezing weather add denatured alcohol to the water, regulating the proportion by the degree of cold, just enough to avoid freezing. In temperatures around freezing, ammonia will serve both as an anti-freeze ingredient and as an effective cleaning agent. The spray window cleaners (made of isopropyl alcohol) such as gas station operators use on car windshields, are also useful for washing windows in frigid weather.

(Continued on next page)



New nylon scrubbing and buffing pads have a granular cleaning agent dispersed throughout the $\frac{3}{4}$ in. thickness which lasts the life of the reversible pad. Made by Behr-Manning Co., Troy, N. Y., to fit all popular machines from 12 in. up. Pads are held in place by wire brush.

(For Further Details Circle Index Code 0153)

March, April, May

In many parts of the country, winter lingers through March and even into April, but farther south spring maintenance may be in order by the middle of March. In any event, maintenance recommendations for these three months should be governed by weather conditions. When you believe snow and ice are gone for the season, follow these suggested procedures:

Because the floors, which have probably suffered from necessarily inadequate maintenance during the winter, are most noticeably in need of renovation, they should be cared for first. The exception would be when walls are to be washed or painted.

The first step in renovating the floors is a thorough scrubbing. Neutral synthetic detergents, warm water and steel wool (or nylon abradant pads for marble and terrazzo) are recommended. Use only enough water to obtain the desired results. Do not flood wood or resilient floors. Sometimes fine wood floors are cleaned best with a solvent type cleaner, avoiding all water.

If the floor has been waxed, remove old wax with a wax stripper and steel wool or an abradant pad. Remove any stains. After the floor is clean and dry, apply two coats of wax (or emulsified resin finish), being careful not to use a solvent type on asphalt tile. If there is much rainy weather during the spring, the ground floors may need damp mopping every morning, although, as indicated before, "dry cleaning" with fine steel wool (No. 2/0 grade) under a floor machine will replace wet mopping.

If painted walls need washing spring is the logical time to do the job, although it is advisable to wait until the heating system is shut down. Smoke from the outside, shifting in, can also becloud the walls, as much as your own heating system.

Wallpaper should be cleaned with the dough-type paper cleaner. Unpainted acoustical walls and ceilings may be cleaned in the same way. If the latter are stained, scour with dry steel wool. Painted acoustical walls may be washed. However, if you contemplate painting acoustical walls, use a flat paint to preserve the acoustical properties.

Unless you have been particular about daily vacuum cleaning of Venetian blinds during the winter, they may now need washing. Dust allowed to collect during the winter when mixed with smoke and moisture presents a cleaning problem best solved by removing the blinds and washing them in a vat, such as a bathtub. Also there are professional cleaners of blinds who are likely to do a better job because of their equipment.

A general going over of the premises with a vacuum cleaner is an essential procedure in the late spring. It includes cleaning the upholstery, shelving, chandeliers, books, window ledges and any other surfaces where winter's dust has settled.

Carpeting should be cleaned in April or May, preferably by shampooing. Rugs can be sent to a plant for cleaning, but tacked-down, wall-to-wall carpeting is generally cleaned on location. If your floor machine adapts for shampooing carpeting, work can be done by your staff. It is not difficult if you have proper equipment. Use a good synthetic carpet shampoo, free of soap. Two operators can best do the job: one running the shampoo machine, the other following closely with an industrial type (tank model) vacuum cleaner to pick up the dirty lather. If you wish, you can hire professionals to clean the carpet at a cost per square foot or square yard. After the carpet has been cleaned, it can be treated with a soil retardant spray, recently developed by DuPont, which will delay resoiling for an extended period, in some cases, for all summer.

Soiled upholstery requires shampooing or dry cleaning, but this is a more hazardous job than shampooing carpeting. Unless you are experienced, it is safer to have professionals do this work, as a guarantee against injury to the covering. Leather furniture is easily cleaned with saddle soap and water.

There are certain outside jobs to be done as soon as spring weather permits, such as cleaning aluminum and stainless steel window frames that have darkened

or become stained during the winter. If washing fails to obtain the desired results, use aluminum wool on aluminum frames, stainless steel wool on stainless steel. Always be careful to rub back and forth with the grain, never in a circular or across the grain direction.

Pre-Clean Storm Windows

Before storing removable storm windows and doors, coat both sides of the glass with one of the window cleaners that dries with a powdery coating that can be wiped off in the fall. It will save a lot of window cleaning when the storm windows and doors are re-installed in the fall.

It is hardly necessary to remind you about the spring care of lawn and shrubbery.

June, July, August

Wax floors only as needed. Usually, waxing is limited to the worn areas, rather than going over the entire floor. If this is done, stripping of the old wax may not be needed until fall.

One of the first chores in the early summer is to clean the furnace or boiler. Where coal is used, there is often a lot of "fly ash," and since this ash is very light, it readily penetrates the upper floors. A vacuum cleaner, especially fitted for furnace or boiler cleaning, will keep the ash problem at a minimum. Paint the paintable part of the heating plant. Although painting of radiators was suggested as a fall project, it can also be done in the summer.

In discussing heating system problems, remember that humidity plays an important part for summer comfort, as well as winter comfort. Because humidity is a conductor of heat, it is an asset in cold weather and a liability in summer. Where there is a regular air conditioner, humidity may be under control, but even cool air, if moist, can soon become oppressive. Dehumidifiers will help reduce discomfort in a building, whether or not it is air conditioned.

Vacuum clean the upholstery weekly in the summer. Vacuum the carpeting and Venetian blinds daily or not less than three times a week. Vacuum cleaning is the most effective way to clean any floor anytime, although daily sweeping with a pushbroom or dust mop is a generally accepted practice.

Control Driveway Dust

If you have a dusty driveway, sprinkle it freely in the early summer with calcium chloride. One application should last all summer and keep the road sufficiently moist to prevent the raising of dust.

A "Good Neighbor" Approach



Students at Amherst Regional High School in Massachusetts celebrated United Nations Week by planning school lunch menus typical of various countries. Illustrated menus posted in the cafeteria and folk music played during the lunch period — all contributed to make the lunch time an enriched learning experience.

● THE LEARNING ATMOSPHERE of a school lunchroom may be as bland, colorless, and uninteresting as a dish of floating island without the *island*. On the other hand, the lunchroom atmosphere can be vital, stimulating and challenging to the youngsters, one that keeps them coming back to take advantage of well-balanced and low-cost meals.

The school lunch manager has the responsibility of setting the stage for the learning process and of planning the procedures to use in acquiring the desired results. She needs not only to use good methods of food preparation, but also effective teaching aids in order to attain the educational goals desired: that students become habituated in the proper selection of food now and in later years. A school lunch served without the use of teaching aids is like a pancake served without butter and syrup.

A good teaching aid is a tangible facility, a visual procedure which helps to clarify and vitalize the course of learning. But if the teaching aids are to be used effectively, the teacher — and in this case, the school lunch manager — must have a distinct purpose in mind for each one she uses.

In these days of satellites, jet planes and sputniks, we are but a few hours from the

to School Lunch

Here is an exciting way to promote school lunch to students, faculty, parents, and public. What's more, it tempts pupils to try new foods!

By **SISTER MARY DONATA, O.S.F.**

*Head, Home Economics Department,
Cardinal Stritch College, Milwaukee, Wis.*

countries which have much that is beautiful, unusual and captivating. These very same countries provide foods which heretofore were far beyond the reach of families and never served in the school lunch program. Why not capitalize on all the opportunities which present themselves and join the world cry for a Good Neighbor Policy?

Relating school lunch menus to classwork will capture and hold the interest of the younger children. Tailoring menus based on current teen-age fads will help "sell" the high school students. For the former, the school lunch manager will have to enlist the aid of the elementary school teachers. However, these efforts will have to be channeled through the principal of the school. His good will is the fuel necessary to launch our *idea* satellite. Elementary teachers play a very important part in creating an interest in the importance of proper food selection.

An imaginary trip to beautiful Hawaii, to Spain, France or Italy may be the result of studying a certain dish found on the school lunch menu. The location of the country on the map, climatic conditions responsible for the particular products used, cost, and contributions to health and nutrition might all be studied. It takes ingenuity and cooperation of both teacher and school

lunch manager to build a lesson plan around an attractive menu.

The learning atmosphere of the lunchroom may be further enhanced by attractive place mats, the result of classes in art. Their designs may portray scenes, customs, flowers or fruits of the country to be visited. Unfamiliar foods could be glamorized and traced to their source. This would encourage the tasting of foods and vegetables which might otherwise be ignored. The nutritious collards and turnip greens as well as kale — the preferred foods of the South — may find new lovers among our students when they are afforded an opportunity to see, taste and include the foods in menus they suggest.

According to Borden's *School Nutrition Topics*, April, 1959, the Amherst Regional High School in Massachusetts created excitement in the school lunchroom by an observance of United Nations Week. The learning atmosphere was created by foreign students of the high school who planned foods typical of Finland, Germany, Italy and Norway for the school menu.

The Finnish menu included: Kalakaka (fish sticks), Perunat (parsleyed potatoes), Salatti (raw vegetable salad), Ruislepa (rye bread), Voi (butter) and Maito (milk).

The German menu featured: Gulasch

(goulash), Kartoffelpuree (mashed potatoes), Grüne salat (green salad), Schwarzbrot (black rye bread), Butter, Käsekuchen (cheese cake), and Milch (milk).

The Italian menu presented: Lasagne, Insalata (green salad), Gressini (bread sticks), Butter, Fruto (fruit) and Latte (milk).

To create the proper atmosphere, music typical of the country represented on the menu was played during the lunch hour. Attractive posters depicting the menus served were prepared by the art classes to decorate the walls of the cafeteria.

Public Relations Value

Another method is to illustrate seasonal customs of France, Germany, China and Italy, and other lands by a skit, which accompanies a luncheon typical of the country in question. This procedure has been successfully used by schools in acquainting PTA groups with the school lunch program. At the same time it gives new directions and opens up new vistas to the children in the school. Programs of this nature have been so well received that repeat performances have been given to other community groups.

Improving Teenage Diets

The food habits of teenagers are a challenge to any school lunchroom manager. Teenagers crave anything that goes between a hamburger or a hot dog bun. The school lunchroom manager must recognize this fact and build around the idea. A working knowledge of nutrition will be put to the test here. The task is to work the favorites into the whole menu to achieve a hot, well-balanced and eye-appealing meal. Encourage students to assist with menu planning. The origin of such terms as pizza, salisbury steak, barbecued beef and chili con carne might be assigned to the teenagers through the cooperation of the secondary teachers. Completing the menu with the foods essential to a well-balanced diet will capture the interest of this age group, provided the approach is made in favor of personal appearance, charm and poise.

Garnishing foods is important at all age levels. Young children prefer the bold, colorful and simple garnishes, amusing when possible. Teenagers are interested in crisp garnishes and salads, low in calories. Although children are not gourmets, menu variety and imaginative preparation, when

geared to their level, will definitely increase their interest in meals.

International flavor of a school lunch program, if tied in with class assignments, broadens the knowledge of the children participating. At the same time, it adds considerably to the interest of children being trained in better food habits through good food selection.

MENUS

Italian Spaghetti
Jellied Cucumber Salad
Banana Bread Butter
Hawaiian Hepua Cakes*
Milk
Pizza
Crisp Garden Salad
Grapefruit Segments
Peanut Butter Cookies
Milk
Tomato Juice
Salisbury Steak
Buttered Green Beans
Anadama Bread Butter
Apple Crisp Milk

*These are upside-down cupcakes with pineapple pieces arranged as flower petals topping each cake.

QUANTITY RECIPES

PIZZA BURGER

Yield: 100 portions

Brown: 17 lbs. Lean Ground Beef

Pour off drippings before chopping the meat.

Add: 1 Tbsp. Salt

3 Tbsp. Pepper

3 Tbsp. Leaf Oregano, crushed

Pinch of Sage

Add to meat: 1 Qt. Tomato Paste

1 Ot. Whole Tomatoes

Reheat mixture. If sauce is too thin, thicken with 1 Tbsp. Cornstarch dissolved in cold water. Cook mixture until thick.

Butter: 100 Hamburger Buns

Spread meat mixture on half of buttered bun. Use a No. 12 scoop (1/2 Cup) per portion.

Sprinkle filled buns with:

3 ots. Grated Cheese

Parsley flakes as desired

Top with other half of bun. 1 sandwich provides 2 oz. of cooked lean meat.

ANADAMA BREAD

Yield: 12 loaves

Boil: 4 1/4 qts. Water

4 Tbsp. Salt

Stir in: 4 Cups Yellow Cornmeal

Bring cornmeal mixture to boil, stirring constantly. Immediately remove from heat and pour into mixer bowl.

Stir in: 4 Cups Molasses (light) Cool to lukewarm.

1 1/2 Cups Shortening

Crumble: 12 oz. Compressed Yeast in 3 Cups Lukewarm Water

Add yeast mixture to cornmeal.

Add: 12 1/2 lbs. Flour

Knead and let rise until double. Form into loaves to fill 12 greased pans, 9 by 5 by 3 in. Let rise until double in bulk. Bake at 450° until top browns, then reduce heat to 350° and continue baking. Total baking time: 45 min. to 1 hr.



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For church, club or group seating information, see your Yellow Pages (CHAIRS, folding), or write: Shwayder Bros., Inc., Dept. CS9, Detroit, Mich. ©1959



Samsonite *folding chairs last longest*

New Books

(Concluded from page 58)

course. The series is written for youngsters in Catholic schools and includes references to the Mass, First Communion, Saints, Holy Family, and other religious themes. A generous collection of pictures, both drawings and photographs, illustrates and depicts the text. Book Four contains a review of the previous year's work as an aid to beginning a new year. It is designed to further develop the reading program and enrich the cultural background of the student. Those attempting to teach elementary French will welcome this book and the others in the series. Contains an Imprimatur.

Basic Sociology

By Dr. Eva J. Ross. Cloth, 488 pp., \$3.75. The Bruce Publishing Co., Milwaukee 1, Wis. This complete revision of Dr. Ross's highly successful college textbook incorporates the most recent, valuable sociological data and statistics.

The book covers the subject matter thoroughly, giving the student a knowledge of the major sociological processes and institutions. The student will read about the important sociological theories and know the work of the significant thinkers of the science.

Some of the subjects covered are society and culture, community organization, inheritance, environment, human and cultural origins, social process and change, marriage and the family, political and religious organization, education, property ownership, organization of work, and international organization.

The book contains five appendices: The Development of Social Thought and Sociology, Christian Social Philosophy, How Heredity Works, Question and Report Topics (based on the latest books and articles) and Bibliographies (the most recent as well as the classic works).

The volume has an imprimatur from the Archbishop of Milwaukee, although permission was secured not to print the imprimatur.

Modern Series in Foreign Languages

Français, Premier Cours

By Dr. Leon E. Dostert, A.M., Litt.D. Cloth, XIV and 469 pp., illus., \$4.95. The Bruce Publishing Co., Milwaukee 1, Wis., 1958.

Deutsch, Erstes Buch

By Dr. Hugo J. Mueller, Ph.D. Cloth, XIV and 422 pp., illus., \$4.95. The Bruce Publishing Co., Milwaukee 1, Wis., 1958.

In combining text material with tape recordings and situational wall charts, this *Modern Series in Foreign Languages* brings a fresh approach to the teaching of foreign languages. These are the first of three texts for the study of each language: basic mastery of the language. The second and third texts respectively include: introduction to the life and culture of the country; refined points in stylistics and selections from the country's masterpieces of literature.

This series is aimed at giving the student speaking, reading, and writing skills in each language. Supplementary material includes: 12 situational wall charts; magnetic tape recordings for the section on phonology, and one for each lesson. — William P. Straub.

Man as Man

By Rev. Thomas J. Higgins, S.J. Cloth, XIV and 585 pp., \$4.50. The Bruce Publishing Co., Milwaukee 1, Wis. Rev. ed., 1958.

A revised edition of a valuable college textbook, subtitled "The Science and Art of Ethics." The work is divided into three general sections: Book One treats the general principles of morality; Book Two, principles of individual ethics; Book Three, principles of social ethics. A five-page appendix entitled "Occupational Groups" is an excellent exposition of a recommended solution to the problem of a just, moderate control of our economic system.

The method of treating subject matter in this well organized textbook is, in general, to present an introduction, then a thesis to be proved with a discussion and explanation, and then to state the formal proof in the form of a syllogism. A bibliography is at the end of each chapter.

A Parent's Guide to Children's Reading

By Nancy Larrick. Published in hard cover at \$2.95, in paperback at 35 cents. Pocket Books, Inc., New York 20, N.Y.

This is an excellent general guide to children's reading, sponsored by the National Book Committee. It is well illustrated by pictures from various books listed. Classifications are mainly according to age of the children, beginning with pre-school age.

Educators Guide to Free Films

By Mary F. Horkheimer and John W. Difford, M.A. Paper, X and 639 pp., \$7. Educators Progress Service, Randolph, Wis., 1959.

Nineteenth edition for use during the 1959-60 school year. Finger-tip reference for up-to-date, free educational, informational, and entertainment films. The book contains 4,223 titles, 614 new for this edition, all indexed in an easy-to-find pattern. Descriptive material is complete and concise.

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WINNERS

Here are the top eight classes in Esterbrook's national Gregg Shorthand Contest

COLLEGIATE, CLASS A

	School	City	Teacher
1st Place:	North Carolina College at Durham	Durham, North Carolina	John V. Turner
2nd Place:	Fairleigh Dickinson University	Rutherford, New Jersey	Dr. Eileen T. Costello

COLLEGIATE, CLASS B

1st Place:	Saint Helena Commercial College	Louisville 3, Kentucky	Sister Bernardine Sienna, S.C.N.
2nd Place:	N.Y.S. Agr. & Tech. Institute	Delhi, New York	Robert J. Bishop

HIGH SCHOOL, CLASS A

1st Place:	Logan Senior High School	Logan, Utah	Robert B. Williams
2nd Place:	Cumberland Township High School	Carmichaels, Pennsylvania	Evelyn M. Griffith

HIGH SCHOOL, CLASS B

1st Place:	Saint Joseph High School	Lowell, Massachusetts	Sister Saint-Matthieu
2nd Place:	Sacred Heart High School	Chicago 21, Illinois	Sister Elizabeth Marie, O.S.F.

These eight shorthand classes have been judged the best in all the United States in Esterbrook's annual Gregg Shorthand Contest for 1959. Congratulations to the winning students and teachers alike. And congratulations, too, to the many other fine classes that entered the contest.

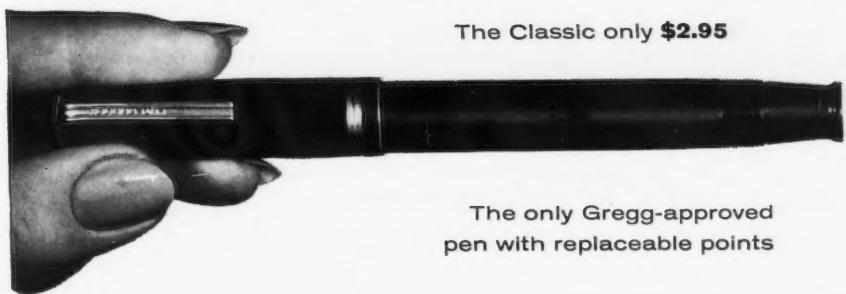
Another contest will be announced very soon. So if your class didn't enter this year, you'll have your

chance again. Watch for details in this magazine.

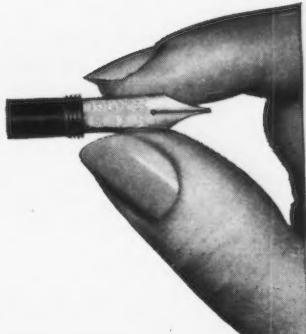
And remember, all year round, in all your shorthand, you'll do better, easier-to-read work with a Gregg-approved Esterbrook pen (Gregg point No. 1555). The cost is a modest \$2.95, yet an Esterbrook is a quality, precision pen that can last you a lifetime. And points are replaceable. If you damage one, a new point threads in in seconds. What economy!

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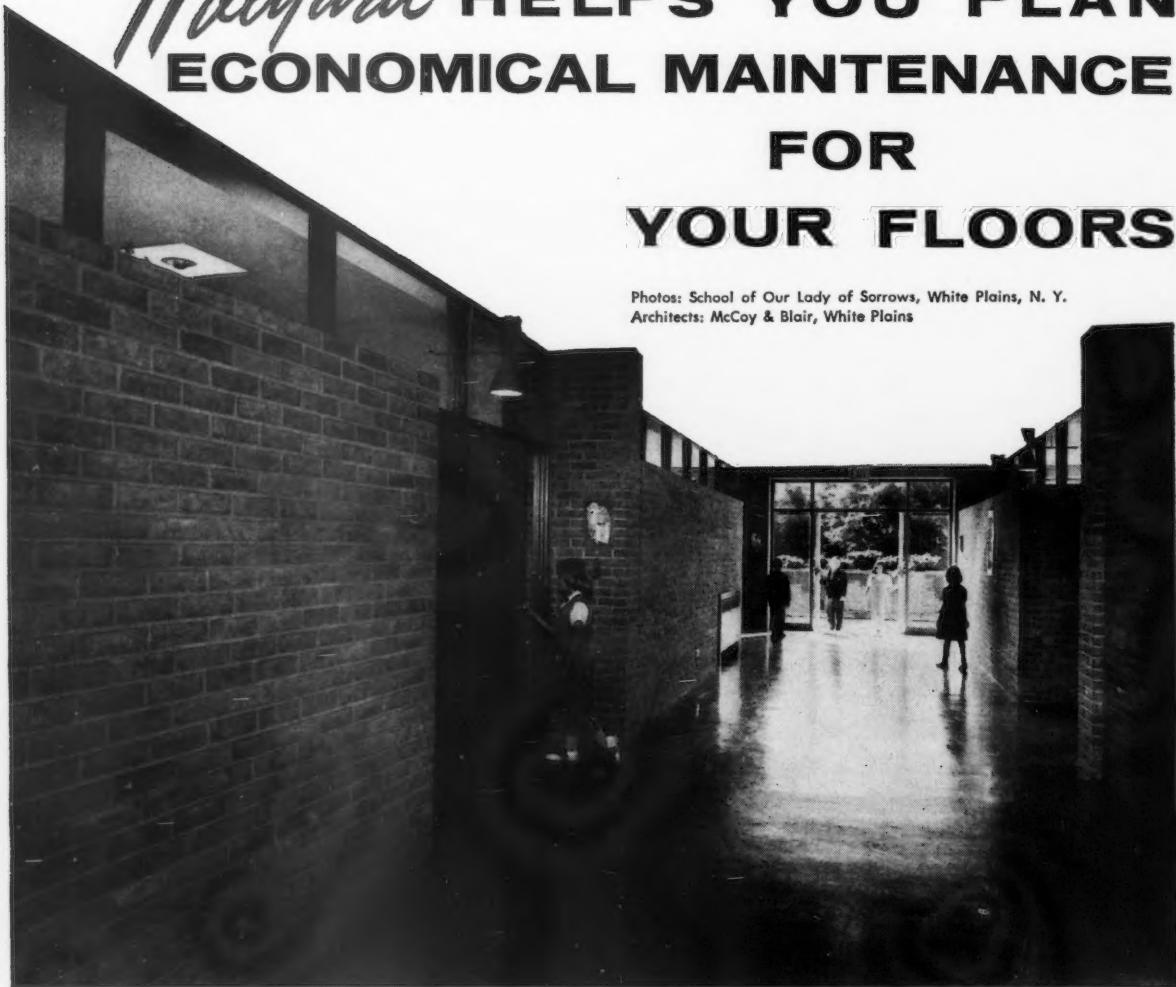


The only Gregg-approved pen with replaceable points



Hillyard HELPS YOU PLAN ECONOMICAL MAINTENANCE FOR YOUR FLOORS

Photos: School of Our Lady of Sorrows, White Plains, N. Y.
Architects: McCoy & Blair, White Plains



RECORDS kept by a Far Western school show that maintenance costs were dramatically reduced—from \$27.00 to \$16.53 per pupil per year—when a planned maintenance program was instituted.

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Evaluations of AV Aids

(Concluded from page 16)

viewer may feel impelled to memorize, these pictures present situations in a provocative manner which suggests challenging questions. The resultant intellectual curiosity should motivate the viewer to find his own answers and more importantly draw his own conclusions. From the teaching standpoint, this technique should prove most effective since it involves the learner in the business of forming his own generalizations. Current recommendations in science teaching definitely stress this approach since they put a premium on thinking based upon a knowledge of pertinent information. These filmstrips should offer excellent background for lively and valuable classroom discussion as the generalizations posed by various individuals who have seen the pictures are being tested through the impact of the minds of several students.

To accomplish the above objective, the filmstrips present information concerning the various aspects of one's environment so that the viewer is made aware of the factors which basically affect our living. We note that there is no substitute for the necessities of life such as water, air, space, etc.; therefore we must plan for intelligent use of these resources. As modern scientists, we must discover ways of meeting natural shortages; they add a new dimension of possibility to ways of adjusting our lives. All of these aspects of modern life are presented as a many-faceted problem which all of us need to help solve.

ENCYCLOPAEDIA BRITANNICA FILMS

1150 Wilmette Ave.

Wilmette, Ill.

Learning About Flowers

10 min. 16mm. film, color (\$120), black and white (\$60).

Makes very effective use of time-lapse photography in showing the entire story of how various flowers open. Normally viewing this process in real life would be very difficult because of the amount of time involved. However, here the film within a ten-minute period presents a complete story of this development. At the beginning we see still pictures of many colors of morning glories. Then in motion by time-lapse photography we see the various stages in the unfolding of the blossom.

The film applies this story of the evolution of a flower to other blossoms, including those of trees and grasses. Emphasized very well is the fact that flowers, besides being pretty, supply food for insects and, more importantly, produce human food as well as seeds which are necessary for reproduction of most plants. Clear personalized narration and technical excellence add greatly to the power of this beautiful film.

With adequate explanation of the time-lapse feature, this film should be excellent for primary and intermediate grades.



Howard Seminary, West Bridgewater, Massachusetts. Eleven classrooms. Designed by Harvey and Provost.

This AmBridge Modular School was built in just 17 weeks

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Exterior and interior panels are available in a choice of 28 attractive porcelain or baked enamel colors . . . or stainless steel if you prefer. All panels are as sturdy as they are beautiful, assuring lasting beauty and reducing maintenance and cleaning costs to a minimum.

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Such a *fun* way to learn a lesson in cold prevention! This delightful film teaches good health practices. Show it often . . . repeat

performances emphasize lessons learned. All age groups enjoy the wonderful Walt Disney way of describing "how to catch a cold".

AD MULTOS ANNOS

★ BROTHER EUGENE A. PAULIN, S.M., Ph.D., of St. Louis College, Honolulu, T.H., celebrated the 60th anniversary of his profession on April 2. Brother Paulin was a teacher, from 1901 to 1928, in various schools and universities operated by the Society of Mary and in 1928 was named as inspector of schools for the Western (St. Louis) Province. He is a contributor to several leading publications and an advisor to the CATHOLIC SCHOOL JOURNAL.

★ RT. REV. MSGR. B. E. GORAL, now living in retirement in Milwaukee, Wis., commemorated the 60th anniversary of his ordination on June 18. Msgr. Goral has been a distinguished professor, newspaper manager, and author. He has an international reputation as a scholar of the Polish language, several of his textbooks, poems, and translations have been published.

★ VERY REV. CHARLES J. TALLARICO, O.F.M., minister provincial of the Franciscan Province of the Immaculate Conception, New York, observed the silver jubilee of his ordination to the priesthood on June 28. In the past, Father Tallarico served as lector of theology at St. Francis Seraphic Seminary, Lowell, Mass., vicar of the monastery and lector in theology at Mt. Alvernia Seminary, Wappingers Falls, N. Y., and first commissary provincial of the Slav-Byzantine Commissariat of St. Mary of the Angels, New Canaan, Conn.

★ REV. FRANCIS E. MORIARTY, C.S.S.R., J.C.D., of Immaculate Conception parish, N. Y., celebrated the silver jubilee of his ordination on June 21. Father Moriarty is vice-chancellor of the Military Ordinariate, a position he has held for 17 years, and a member of the Canon Law Society of America.

★ BROTHER MAXIMUS CZYZEWSKI, a teacher at Holy Trinity High School, Chicago, for the past 49 years, celebrated his diamond jubilee on August 15.

★ Two members of the St. Bonaventure University, N. Y., faculty observed their silver jubilees in the Franciscan priesthood during June. They are: REV. CLARENCE FORD, O.F.M., a professor of education and regional promoter of *Friar Magazine*, and REV. MALCOLM FISHER, O.F.M., a science instructor and pastor of Sacred Heart Church, Knapps Creek, Pa.

★ SISTER M. AMBROSE, an elementary teacher in Chicago, celebrated, on June 8, her fiftieth year as a Sister of St. Joseph.

★ REV. JULES MEYRST, C.M., observed his golden anniversary recently in Baltimore. Father Meyrst, who was ordained in China, spent 50 years in the missionary field there. During World War II he served as chaplain to the Flying Tigers.

★ MOST REV. GERALD T. BERGAN, Archbishop of Omaha, Neb., observed the 25th anniversary of his consecration on June 11. Archbishop Bergan was Bishop of the Diocese of Des Moines, Iowa, where he was consecrated, from 1934-48, when he was named Archbishop of the Archdiocese of Omaha.

★ BROTHER ARNOLD FRANCIS, F.S.C., a member of the faculty at St. Joseph's High School, Detroit, Mich., celebrated his 25th year as a Christian Brother on June 11.

★ BROTHER GONZAGA, C.F.X., a teacher at St. Xavier High School, Louisville, Ky., observed his diamond jubilee on May 30. Brother Gonzaga has taught in Xaverian Brothers' schools in Massachusetts, New York, and West Virginia.

★ MOTHER M. ROBERTA, provincial superior of the Missionary Sisters of the Third Order of St. Francis, celebrated her golden jubilee on June 6 at Mt. St. Francis, Peekskill, N. Y. Mother Roberta was named, in 1929, as the first superior and principal of Holy Name of Mary, Croton-on-Hudson, N. Y.

★ MSGR. THOMAS J. DEEGAN, pastor of St. Augustine parish, Larchmont, N. Y., observed, on June 5, the fiftieth anniversary of his ordination to the priesthood. Msgr. Deegan, prior to his present assignment, was on the faculty at Cathedral College, Brooklyn, from 1911 until 1936, the last ten years of which he served as rector.

★ MOTHER M. DIONYSIA, South Bend, Ind., superior general of the Sisters of St. Joseph of the Third Order of St. Francis, observed her golden jubilee on May 30. Mother Dionysia has jurisdiction over three provinces in the United States which includes 1359 members, two colleges, six hospitals, nine high schools, and 85 grade schools. An aspirancy for Negro girls will be opened this fall at Greenwood, Mo.

★ REV. PATRICK J. LYDON, chaplain and teacher at the College of St. Scholastica, Duluth, Minn., observed the golden jubilee of his ordination on June 3. Father Lydon previously taught at Maryknoll Seminary and from 1927-52 at St. Patrick's Seminary, Menlo Park, Calif. He has revised and enlarged two works on canon law by Rev. H. A. Ayrinhoc: *Marriage Legislation* and *Penal Legislation* and compiled *Ready Answers in Canon Law*.

★ REV. WILLIAM J. HALLIWELL, founder of Mary's Mint, an apostolic endeavor which gathers funds for Masses to be offered in the missions, celebrated his silver jubilee on June 7. Father Halliwell, now pastor at St. Aloysius parish, Newark, N. J., taught at Seton Hall University for 20 years.

★ REV. STEPHEN J. McDONALD, Englewood, N. J., who is believed to be the oldest member of the Order of the Carmelites in the United States, celebrated his diamond jubilee on June 26.

★ MOTHER MARY DE SALES, superioress of the Monastery of the Visitation, Bethesda, Md., observed the 50th anniversary of her profession as a nun in the Order of the Visitation of Holy Mary on June 21. She is, at present, serving her third term as superioress of her community.

★ BROTHER BEDE STADLER, C.S.C., assistant principal and librarian at Catholic Central High School, Monroe, Mich., observed his silver anniversary as a Brother of the Congregation of the Holy Cross on May 24. Brother Bede was master of Holy Cross High School, Bandura, India, from 1938-48.

★ REV. URBAN J. SIEGRIST, C.P.P.S., associate professor of biology at St. Joseph's College, Collegeville, Ind., observed, on May 1, the silver jubilee of his ordination. He is a member of many scientific organizations including the Society of American Bacteriologists, American Association for the Advancement of Science, Society for the Study of Evolution, and the Indiana Academy of Science.

(Continued on page 90)



It's easy to fight colds with this complete program

"How to Catch a Cold"

by Walt Disney Productions

16 mm. sound and color animated film gives students an enjoyable 10 minute lesson in cold prevention. Prints available FREE on short-term loan for first showings and repeat performances.

2 added attractions

Health Pledge

Students in primary grades, 2, 3 and 4, like to sign and keep their own health pledge, "I Promise Common Sense". Pledge lists lessons taught in the film and makes cold prevention an interesting individual assignment.

Poster Highlights

Brighten classroom bulletin boards with these six full-color posters, 14" x 20", showing scenes from the film.

Entire cold prevention program available FREE from Kimberly-Clark Corporation, makers of Kleenex tissues.

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Association Films, Inc., Dept. CS-99-C
347 Madison Avenue
New York 17, New York

Please send me free, except for return postage, the 16 mm. sound and color film, "How To Catch a Cold."

Day wanted (allow 4 weeks) _____

2nd choice (allow 5 weeks) _____

3rd choice (allow 6 weeks) _____

In addition please send:

_____ copies of health pledge, "I Promise Common Sense" (for grades 2, 3 and 4).

_____ set of posters (large schools may require more than one set).

Name _____ Grade _____
(Please Print)

School _____

Street _____

City _____ Zone _____ State _____

NEWS

(Continued from page 89)

★ SISTER M. MADELEVA, C.S.C., president of St. Mary's College, Notre Dame, Ind., recently celebrated her 25th year as holder of that office. Sister Madeleva, who has received numerous honorary awards this past school year, was presented with the Jesuit Campion Award by the Catholic Poetry Society on May 7. Her autobiography, *My First Seventy Years*, one of the reasons for her many new awards, is currently creating much interest among the laity and religious.

★ BROTHER EPHREM O'DWYER, C.S.C., provincial superior of the Eastern Province of Brothers of Holy Cross since 1956, commemorated, on July 6, the fiftieth anniversary of his religious profession. Brother Ephrem was

treasurer of the University of Notre Dame from 1931-33, a member of the Provincial Council, 1933-38, and General Assistant from 1938-45. In 1946, he was selected as the first Brother Provincial for the United States, a position he held until the division of the Brothers of the Holy Cross into three Provinces in 1956.

★ RT. REV. MSGR. NICHOLAS PINTER, who taught at the Pontifical College Josephinum for 58 years, recently noted the 60th year of his ordination. Msgr. Pinter, who now resides at Morriston, Ark., was ordained in the first class at the college on June 29, 1899.

★ Three priests who were ordained in Sacred Heart Church, University of Notre Dame, June 26, 1909, observed the golden anniversary of their ordination together. The jubilarians are: REV. EUGENE P. BURKE, C.S.C., who retired from the university faculty at

the close of the past school year, REV. CORNELIUS J. HAGERTY, C.S.C., chaplain to the Brothers of Holy Cross at the university, and REV. THOMAS P. IRVING, C.S.C., resident confessor for priests at U.N.D.

★ REV. WILLIAM F. X. SULLIVAN, S.J., the last surviving Jesuit teacher at St. Francis Xavier College, New York, who taught during the past century, celebrated the golden jubilee of his priesthood on July 31.

★ SISTER M. PETRONELLA, O.S.F., of the Sisters of St. Francis of the Holy Family, celebrated her golden jubilee in religion in July. At present, she is teaching at St. Francis Convent, the mother house of her order in Dubuque, Iowa.

HONORS AND APPOINTMENTS

23rd President of Villanova



Rev. John A. Klekotka, O.S.A.

REV. JOHN A. KLEKOTKA, O.S.A., is the new president of Villanova University — the 23rd president of an institution 117 years old. He succeeds VERY REV. JAMES A. DONNELLON, O.S.A., who has been elected religious superior of the Province of St. Thomas of the Order of St. Augustine. Father Klekotka has been a member of the faculty of Villanova for 17 years and the director of admissions since 1957.

Iona College President Named

BROTHER RICHARD B. POWER, PH.D., of the Christian Brothers of Ireland has been appointed president of Iona College, New Rochelle, N. Y. He succeeds BROTHER WILLIAM H. BARNES, who will join the faculty of Vancouver College, Vancouver, B. C.

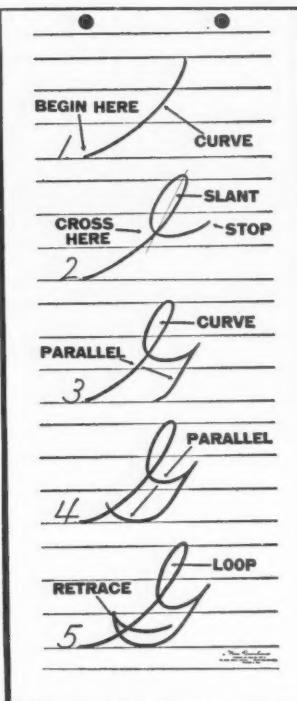
New Head at Dayton Univ.

VERY REV. RAYMOND A. ROESCH, S.M., has been named as the new president of the University of Dayton to replace REV. ANDREW SEEBOLD, S.M., who was appointed dean of education at the Catholic University of Puerto Rico. Father Roesch has been a member of the faculty since 1951 and head of the psychology department since 1952.

1959 History Prize

SISTER M. ELVAN MASCHMANN, O.S.F., at Cardinal Stritch College, Milwaukee, has been awarded the 1959 Guilday History Prize of the Catholic University of America. Sister Elvan's topic was: "Diplomatic Relations between the United States and Turkey, 1919-1933."

(Continued on page 92)



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Here's a wonderful, new aid in teaching your pupils better cursive writing. Designed for teacher supervision or independent student use, Your Alphabet Guide Chart graphically illustrates the formation of each letter of the alphabet, plus numbers from 1 to 10.

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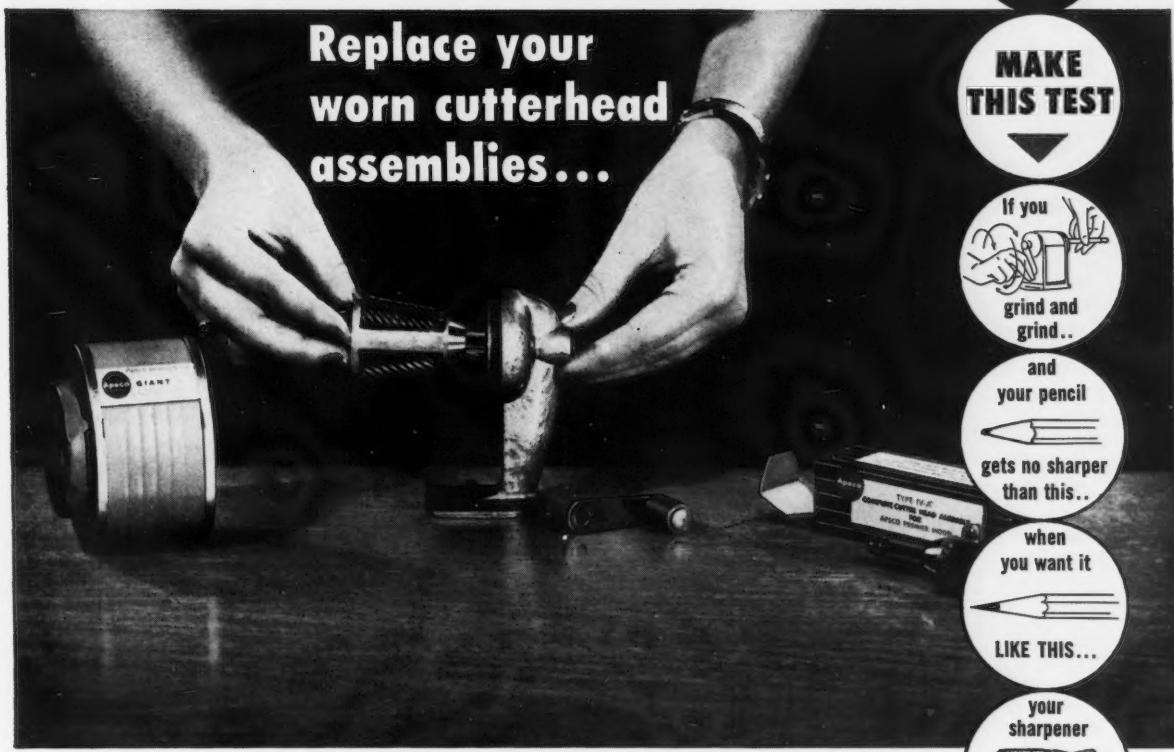
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NEWS

(Continued from page 90)

Heads Rochester Schools



Rev. William M. Roche

REV. WILLIAM M. ROCHE has been appointed superintendent of parochial schools in the Diocese of Rochester. Father Roche, who was associate superintendent of schools, succeeds Rt. REV. MSGR. CHARLES BOYLE, who is now pastor of St. John the Evangelist Church, Rochester. REV. DANIEL BRENT, assistant pastor of St. Thomas More Church, Brighton, N. Y., is the new associate superintendent of schools for the diocese.

New Education Appointments

REV. DANIEL W. KUCERA, O.S.B., has been named president of St. Procopius College, Lisle, Ill. He succeeds REV. ADOLPH E. HRDLICKA, O.S.B.

BROTHER JEROME PATRICK, F.S.C., of the Institute Nacional de Varones, Nicaragua, has been appointed as the first director of the Christian Brothers' new mission high school at Huehuetenango, Guatemala. The sub-director of the new school will be BROTHER HYACINTH BERNARD, F.S.C. of Holy Name High School, Escanaba, Mich. The new foundation, now under construction, will open in January, 1960.

REV. ROBERT FISSETTE, C.S.B., assistant professor at St. John Fisher College, has been named dean of the college at Rochester, N. Y.

REV. A. T. GALVIN has been named as dean at Loyola College, Baltimore, Md. REV. J. J. BURNS was appointed as dean of the evening division.

REV. LEO P. MC LAUGHLIN, S.J., has been appointed as dean of St. Peter's College, Jersey City, N. Y. Previously, he was dean of Fordham College's school of arts and sciences.

REV. JOHN McGOUGH has been named superintendent of schools in the Bridgeport, Conn., Diocese. He succeeds REV. VINCENT P. CLEARY who recently assumed new duties as pastor of Notre Dame Parish, Easton, Conn.

ANTHONY B. SURACI is the new head of the department of education for teaching handicapped at Seton Hall University, S. Orange, N. J. He is the first full-time member of the department, which was begun in 1954.

BROTHER HILARY MARK, F.S.C., has been appointed director of Price College at Amarillo, Texas.

REV. DAVID O'BRIEN, C.S.P., has been elected chairman of the department of Bible and religious education at the University of Texas. He is the first priest to head the department at the Texas State University which has been functioning for more than 50 years.

REV. LAURENCE J. McGINLEY, S.J., president of Fordham University, has been named to a six-year term on the board of directors of the New York State Higher Education Assistance Corp. The purpose of the corporation is to solicit private funds and to make loans to New York State students needing financial aid to attend colleges and universities in the state and elsewhere.

BROTHER JOHN T. DARBY, S.M., has been appointed inspector of schools for the Cincinnati Province of the Society of Mary. His headquarters will be at the motherhouse at Mount St. John, Dayton, Ohio.

(Continued on page 94)

Limited Budget?

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NEWS

(Continued from page 92)

Junior College President Chosen

SISTER M. GREGORY, C.R.S.M., has been appointed president of Gwynedd Mercy Junior College, Gwynedd Valley, Pa. She succeeds MOTHER M. BERNARD, who is now mother general of the Congregation of the Religious Sisters of Mercy in Philadelphia. Sister M. Gregory had been dean since the opening of the college in 1948, during which time she served as president of the Pennsylvania Association of Junior Colleges.

Theologists Elect

New officers of the Catholic Theological Society of America were elected at the organiza-

tion's 14th annual convention, held in June at Buffalo, N. Y. The new officers are: Rt. REV. MSGR. LAWRENCE J. RILEY, Boston, Mass., president; REV. THOMAS W. COYLE, C.Ss.R., Oconomowoc, Wis., vice president; REV. VINCENT J. NUGENT, C.M., Brooklyn, N. Y., secretary; and BROTHER CELESTINE LUKE SALM, F.S.C., Manhattan College, N. Y., treasurer.

Awarded the 1959 Cardinal Spellman Award for outstanding achievement in theology, was REV. JUNIPER B. CAROL, O.F.M., Paterson, N. J. Father Juniper is the founder and first president of the Mariological Society of America.

Freedoms Foundation Awards

Freedoms Foundation at Valley Forge, Valley Forge, Pa., is a nonprofit, nonpolitical, and nonsectarian organization which, through its

annual \$100,000 National and School Awards program, gives recognition to individuals, organizations, schools, and corporations for their contributions toward a better understanding of American principles.

The Foundation, which solicits nominations for awards from all Americans, issued, in May, 1959, a list of 444 classroom teachers from public, private, and parochial schools who have been awarded the new Valley Forge Classroom Teachers' Medal.

The list of 444 teachers includes 21 priests, Brothers, and Sisters. They are:

Rev. Francis X. Quinn, S.J., Georgetown Prep School, Washington, D. C.; Sister M. Dorinda, St. Paul's School, Ellicott City, Md.; Sister M. Rosalina, Catholic Central High School, Grand Rapids, Mich.; Sister Fulgentia Joseph, C.S.J., Guardian Angels School, St. Louis, Mo.; Sister Dolarita, O.S.F., Ryan Memorial High School, Omaha, Neb.; Brother Edward Lawrence, Mt. St. Michael Academy, Bronx, N. Y.; Sister M. Gregory, R.S.M., Catholic Central High School, Troy, N. Y.; Mother Constance Marie, St. Joseph's Ursuline Academy, Malone, N. Y.; Mother M. D. Mackay, Academy of Mt. St. Ursula, New York City; Rev. David L. Reddy, O.F.M., Bishop Timon High School, Buffalo, N. Y.; Sister M. Agnes, R.S.M., St. John's Academy, Plattsburgh, N. Y.; Sister M. Alice, Keveny Academy, Cohoes, N. Y.; Sister M. Berchmans, St. Theresa Junior H. S., Albany, N. Y.; Sister M. Theodore, St. John's School, Plattsburgh, N. Y.; Brother A. P. Sullivan, All Hallows Institute, New York City; Sister M. Amata, H.H.M., Magnificat High School, Rocky River, Ohio; Sister M. Helen, O.P., Our Lady of the Elms School, Akron, Ohio; Sister M. Loretta, O.P., St. Vincent High School, Akron, Ohio; Sister M. Eufrida, O.S.F., Central Catholic High School, Allentown, Pa.; Sister Agathena, Sacred Heart School, Memphis, Tenn.; and Sister M. Gregory, St. James School, Falls Church, Va.

Father Keller Honored

REV. JAMES KELLER, M.M., founder of the Christopher Movement, was recently honored by the National Institute on Crime and Delinquency. Father Keller won the citation for "Distinguished Service in the Field of Human Relations." In an address before the Institute's June convention, held at Swansboro, Mass., Father Keller stressed love as the best means to combat juvenile delinquency. "Children very seldom go into crime when they are loved and cared for," he said, adding that "children are getting less and less love and understanding in their homes today." The result is that they are withdrawing from the family unit. This leads to trouble, he stated, because the "greatest thing an impressionable child or youth needs to know is that somebody cares."

1959 De La Salle Medal

BROTHER BERTRAND, superior general of the Franciscan Brothers, received Manhattan College's St. John Baptist De La Salle Medal for 1959. It was presented to him on June 6 "in tribute to the Franciscan Brothers of Brooklyn who are celebrating their centennial." The annual award is presented to a person who has made outstanding contributions to the education of American youth.

Nun Wins Music Competition

MOTHER M. CECILIA, R.S.H.M., professor of music at Marymount Junior College, Arlington, Va., has been awarded the 1959 John J. Ryan memorial scholarship. She is the first member of a religious order to receive the scholarship since its institution in 1934. One hundred and fifty of the nation's leading young musicians were entered in this year's competition.

(Continued on page 96)

Snowwhite Ensembles - - - TAILORED BLAZERS, SKIRTS, BLOUSES



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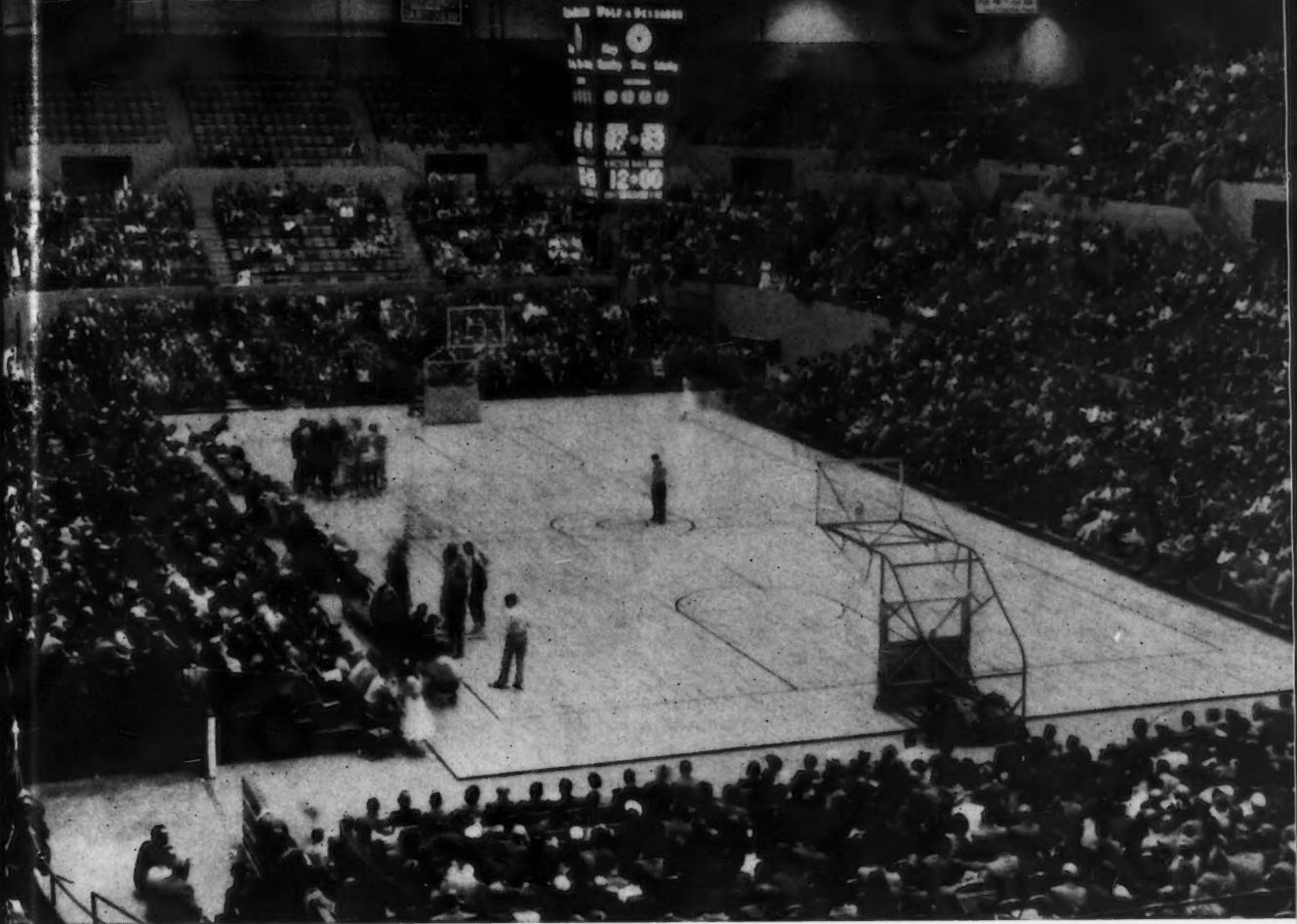
Snowwhite blouses are made from combed and mercerized cottons and from quick-drying, easy-to-care for synthetics in white and colors. Snowwhite blouses are generously long which keeps them "tucked in."

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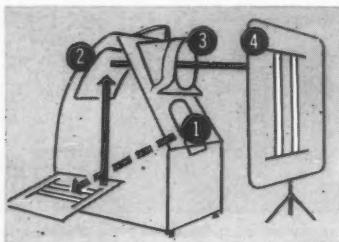
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NEWS

(Continued from page 94)

RELIGIOUS ORDERS

New Marianist Supervisor



Brother Edwin Goerdt, S.M.

BROTHER EDWIN GOERDT, S.M., has been appointed community supervisor of schools of the St. Louis Province of the Society of Mary (Marianists). He succeeds BROTHER THEODORE HOEFFKEN, S.M., who has completed two five-year terms in office.

Brother Edwin, a native of Dyersville, Iowa, is well known as an administrator in high school education. This summer he served on a committee appointed by the three American Marianist provincials to plan the revision of the American edition of the society's *Custom Book*.

Benedictine Abbots to Convene

The first congress of Benedictine abbots since the Late Pope Pius XII published his "lex propria" for the Benedictine Confederation will take place in Rome, September 18 to 25. Almost 160 abbots and conventional priors, representing 210 houses and 21,000 monks, will elect an abbot primate. The Confederation comprises 15 Benedictine congregations.

150 Years for Sisters of Charity

The 150th anniversary of the establishment of the Sisters of Charity, founded by Mother Elizabeth Seton at Emmitsburg, Md., was commemorated with a two-day celebration, July 30-31.

Sister Formation Milestone

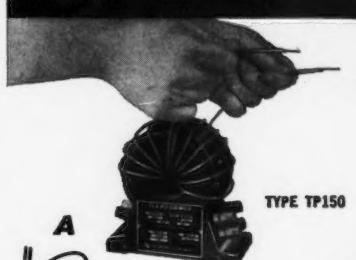
A goal in Catholic education was reached recently when the first two graduates of a College of Sister Formation received their bachelor's degrees from Seattle University. SISTER CELESTE MALERICH and SISTER JEANNE GILMARTIN are the first two graduates of the college, which was inaugurated at Seattle University in 1957 to assist in the intellectual, spiritual, and professional formation of Sisters. It currently is serving 46 nuns from four Pacific Northwest orders.

Formation Bulletins

Increased demands for back issues of the quarterly *Sister Formation Bulletin* have resulted in publication of a bound volume containing all past issues of the periodical. Copies of the volume are available from Marquette University Press, Milwaukee, Wis.

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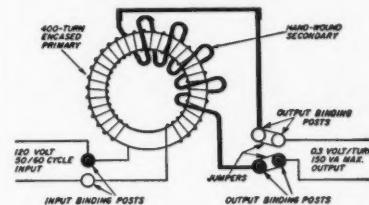


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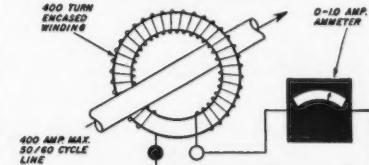
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CATHOLIC SCHOOL JOURNAL

New Order of Lay Brothers

BISHOP RUSSELL J. McVINNEY of Providence, R. I., has announced the formation of a new diocesan society of lay Brothers to help pastors in catechetical work and to serve at the diocesan seminary.

Mother d'Youville Beatified

MOTHER D'YOUVILLE, founder of the Congregation of the Grey Nuns of the Sacred Heart, was beatified by Pope John XXIII on May 3. On the day of her beatification, Doubleday & Co., New York, published *Hands to the Needy*, a biography of this dedicated nun.

Franciscan Nuns Change Name

Following a recent decree of the Holy See, the Sisters of the Poor of St. Francis will be known as the Franciscan Sisters of the Poor throughout the United States and Italy. By this decree, the congregation of the Sisters of the Poor of St. Francis has been divided into two autonomous religious orders, each of pontifical right. The congregation, with headquarters in Aachen, will govern the houses in Germany and Belgium and continue to use the old name. The generalate of the American congregation will remain at Rome.

Marian Fathers Observe Golden Jubilee

The Congregation of Marian Fathers, many of whose members work today behind the Iron Curtain, marked the 50th anniversary of its revival in May. The activities of the Marian Fathers in this country include publication of a Lithuanian Catholic daily newspaper, *Draugas*; a weekly Lithuanian magazine, *The Ship of Christ the King*; and a monthly English magazine, *The Marian*.

SIGNIFICANT BITS OF NEWS

Latin in Catholic Schools

From June 12 to June 23, inclusive, the Catholic University of America conducted a 1959 workshop on the teaching of Latin in the modern world. The discussions were closely related to the discussion of the subject by Rev. Dr. Martin R. P. McGuire, head of the department of Greek and Latin at the Catholic University, published in the March, 1959, issue of the *Catholic University of America Affiliation Bulletin*.

Dr. McGuire first quoted a recent Letter from the Sacred Congregation of Seminaries and Universities addressed to local Ordinaries, on the proper study of Latin. The Letter, while concerned primarily with the necessity of a thorough training of seminarians in Latin, had in mind also the teaching of Latin in Catholic colleges and high schools. In applying the Letter, Dr. McGuire deplored the modern tendency to neglect Latin in Catholic high schools and the attempts to teach Latin by unqualified teachers. Teachers of even beginning Latin, according to these authorities, should have a background of six or seven years of Latin in high school and college and a masters degree. High school courses should require a thorough study of grammatical rules and principles, without the scholarly philosophy of the graduate school; and authors read should be not only Classical but also writers in various other periods who have written "good" Latin.

Changes in Mathematics Coming

Seven major research projects in high school mathematics will lead to sweeping changes in methods of teaching and learning of mathematics "in the near future," according to Dr. Maurice V. Hartung, professor of mathematics

(Concluded on page 98)



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AO Projection Magnifier—low-cost reading aid offers a new world of learning to children with impaired vision. Now, many can attend regular classes with their more fortunate classmates. The AO Projection Magnifier is portable...just plug in and switch on. Place

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NEWS

(Concluded from page 97)

and education at the University of Chicago. "The aim of each of the research projects is to review the existing high school mathematics curriculum and make recommendations for its modernization and improvement."

The results of changes to be inaugurated will extend also to the elementary schools, said Dr. Hartung. Together with Dr. Henry Van Engen, professor of mathematics and education at the University of Wisconsin, Dr. Hartung is an author of a new series of textbooks in elementary arithmetic which are specifically designed to prepare pupils for the new high school courses. These new textbooks for the first six elementary grades (published by Scott, Foresman & Co.) are already in use in hundreds of schools.

Important developments in high school mathematics listed by Dr. Hartung are:

The recent report of the Commission on Mathematics of the College Entrance Board.

The School Mathematics Study Group at Yale University is preparing a basic program and sample classroom units for grades 7 to 12, and training teachers in the new courses.

The University of Maryland Mathematics Project is testing a new seventh and eighth grade program which includes algebra and modern mathematics.

The Secondary School Curriculum Committee of the National Council of Teachers of Mathematics is making a four-year study of the high school curriculum. A final report will be made in 1962.

The University of Illinois Committee on School Mathematics had pilot programs in 45 high schools last year.

The National Education Association's "Project on the Academically Talented Student" has reported that better students can progress from algebra in the seventh grade to symbolic logic and other college subjects in the twelfth grade. The report urges schools to provide more mathematics in the lower grades, leaving high school for "depth" study of mathematics in elective courses.

The National Association of Secondary School Principals has published a report which recommends a new curriculum sequence in junior and senior high school mathematics and science.

Surplus Property for Schools

According to *School Life*, the official journal of the U. S. Office of Education, "Only the cost of transportation and warehousing stands between schools and much of the science and mathematics equipment they need in their classrooms."

To obtain surplus property, write to your State Surplus Property Agency or to the Department of Health, Education, and Welfare, Washington 26, D. C.

Youth and Children's Day, October 3

The 11th world-wide Youth and Children's Day in honor of Our Lady Fatima will be celebrated on October 3.

The Catholic Woman's League of Dallas, Texas, with ecclesiastical approbation, has made the promotion of this devotion a major activity. It has issued a leaflet explaining the devotion, practices, and ceremonies. Copies of the leaflet may be obtained at \$1 per 100 (postpaid) from Mrs. T. F. Larkin, Jr., 725 W. Colorado Blvd., Dallas 8, Tex.

Obscene Mail to Children

The Post Office Department is waging a campaign against obscene mail which modern racketeers are sending to children. A child may answer an apparently innocent adver-

tisement for some toy or other legitimate article and receive, in return, by first class mail, some frightfully obscene literature or an invitation to buy something of the kind. That is one of the ways of operation of the racket.

The Post Office authorities point out the fact that they are compelled to deliver all first class mail, but that they can institute legal proceedings against senders of obscenity — especially to children — if parents or others will turn over the contents and the envelope to the local postmaster with their complaint.

Religion Ban Lifted

Reversing a 10-year-old rule, the University of Missouri (Columbia) board of curators has decided to permit religious services to be held in the \$130,000 A.P. Green Chapel now under construction on the university campus. The old rule barred religious services on any of the university's property. The board also has lifted the ban against religious services for the Epple Chapel located in the university's medical center.

Rating Received

Barat College of the Sacred Heart, Lake Forest, Ill., has been admitted to membership in the American Association of University Women, according to a notification received by Mother Margaret, president, from Dean Unice C. Roberts of Indiana University, chairman of the American Association of University Women's committee on higher education.

Catholic Serials on Microfilm

The Catholic University of America library has undertaken the microfilming of various periodicals and newspapers such as *Osservatore Romano*, the entire N.C.W.C. News Service releases from 1920 through 1956, *Annuario Pontificio*, and other important papers. A complete list is available upon request. Rt. Rev. Msgr. James A. Magner is manager of the project. The Catholic University invites other libraries to participate in obtaining certain titles needed to complete the files.

Scholarships for Negroes

The National Scholarship Service and Fund for Negro Students, 6 E. 82nd St., New York 28, N. Y., has issued a report saying that 75 young Negro men and women will, this year, be attending interracial colleges through the help from the Service. Many of the colleges are providing the scholarships and the Service is providing whatever funds are necessary. Half a dozen Catholic colleges and universities are named among those attended by the recipients of the Service.

A Modern Language Laboratory

What has been described as one of the most versatile language laboratories in the United States was installed during the past summer at Brown University, Providence,

DANGEROUS PHILOSOPHY

Sister M. Emil, I.H.M., executive secretary of the Sister Formation Conference, in an address at the archdiocesan teachers' institute, early in March, warned against the false philosophy being taught in many leading secular universities and on which many textbooks in social sciences and other subjects are based. This, she pointed out, is the modern, indirect attack upon the teachings of the Church. Students who would not endure direct attacks upon their faith absorb the suggestions of naturalism, relativism, pragmatism, and scientific humanism as "philosophies that shoot through the curriculum."

R. I., as a joint project of the department of education and the division of modern languages. This 30-booth electronic laboratory was fabricated and installed by General Electronics Laboratories, Inc., of Cambridge, Mass., and modeled after a similar laboratory at Massachusetts Institute of Technology.

Each booth is equipped with a combination earphone-microphone headset, a volume control dial, and a listen-record switch. The student does not touch the language tapes, which are played from a remote control cabinet. A multiple-channel system permits the use of as many as eight master tapes simultaneously for student groups. The instructor's control console is at the rear of the laboratory. Three instructors may use the console at the same time.

Adjacent to the laboratory is a seminar room in which student teachers of languages can observe — through a large window — the laboratory in operation. Transmissions within the laboratory, including instructions from the teacher in charge, is piped into the seminar room over a loudspeaker system. This teacher-training feature facilitates Brown University's program for the master of arts in teaching.

Estimated cost of the installation, including some necessary remodeling of space, is \$21,500 of which \$16,000 came from a Ford Foundation grant.

Physics and Chemistry by Television

The National Broadcasting Company's "Continental Classroom" will present, in color, a two-semester college course in chemistry, Monday through Friday, from September 28 to May 27, from 6:30 to 7:00 a.m. Nearly 300 colleges and universities are expected to carry this course in modern chemistry for credit. The school may use the network program at no cost and charge regular tuition fees for their administration, examinations, laboratory sessions, and seminars.

This colorcast course is planned primarily for teachers of science in high schools. Also expected will be a large audience of college students, gifted high school students, chemists, chemical engineers, and others.

Dr. John W. Baxter, professor of chemistry at the University of Florida, will conduct the course.

The current atomic age physics course will be repeated by television tape recordings and kinescopes from 6:00 to 6:30 a.m. during the school year 1959-60.

Dates to Observe

Oct. 1-31. National Science Youth Month, sponsored by Science Service, Washington 6, D. C.

Oct. 4-10. Fire Prevention Week, sponsored by the National Board of Fire Underwriters, New York 38, N. Y.; National Fire Protection Assn., Boston 10, Mass.; National Fire Waste Council and the Chamber of Commerce of the United States, Washington 6, D. C.

Oct. 18-24. United Nations Week, sponsored by American Assn. for the United Nations, New York 21, N. Y. Includes October 24, United Nations Day.

COMING CONVENTIONS

Sept. 24-25. Teachers' Institute, Diocese of Davenport. Will be held at Assumption High School, Davenport. Contact: Miss Marian Vastine, 410 Brady St., Davenport, Iowa.

Sept. 24-25. Archdiocesan Catholic Teachers' Institute. Will be held at Milwaukee Auditorium, Milwaukee, Wis. Chairman: Rt. Rev. Msgr. E. J. Goebel, 437 W. Galena St., Milwaukee.

Oct. 29-30. Diocesan Teachers' Institute, Little Rock, Ark. Chairman: Rev. John W. Kordsmeier, 305 W. 2nd St., Little Rock.

We carry the largest selection of school uniforms and blouses



GRAUBARD'S STUDENT UNIFORMS

Another NEW Development

Our super strength
"NYLSHEEN"

guaranteed washable gabardine

A superior quality sheen Gabardine with 15% Nylon for greater strength and wearability.

Be sure to send for Material Swatches and see for yourself HOW this fine Fabric will enhance your uniforms.

All our garments are NOW treated by

GENERAL ELECTRIC

Silicones

which give

- spot and stain resistance
- lasting water repellency
- luxurious feel and drape
- a longer wearing garment

For many long years GRAUBARD'S has been a byword in the School Uniform Field. Our name has become synonymous with reliability, integrity and unexcelled service. At GRAUBARD'S you will find a complete selection of distinctive Uniform Styles for every age group, from Kindergarten through High School...

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... for our big FREE illustrated catalogue and complete information and prices on our large selection of School Uniforms and Blouses for Grammar Schools, High Schools and Academies.

GRAUBARD'S
236 High Street, Newark 2, N. J.



When the school board says:
"...but how about the cost?"



TELECTRO TAPE RECORDERS

offer you
 a new high in quality
 a new ease-of-operation
 AT INCREDIBLY LOW COST

Where quality is demanded, where versatility for every application is needed, where ease of operation is a must . . . but where cost is an important factor

TELECTRO IS THE ANSWER

Educators will applaud Telectro tape recorders for their fidelity of recording and playback, for the lightness and ruggedness that makes them ideal for educational applications. And, their incredibly low prices . . . as low as 79.95 . . . makes them economical enough to fit into the most stringent budget.

There are six Telectro models to choose from, ranging from the compact Trendsetter 1985 through the magnificent Trophy 359



Investigate TELECTRO right away! A post card will bring you full information on all Telectro tape recorders. Write Dept. R9.

TELECTRO

A product of **TELECTRONIC** Corporation
 35-18 - 37th Street, Long Island City 1, N.Y.

NCEA CONVENTION APHORISMS

A Final Word From a Pope

"Now is the time, beloved children. Now is the time to take decisive steps. It is an entire world which must be rebuilt from its foundations. Receive with a noble spirit of dedication, recognizing it as a call from God and as a worthy rule of life, the holy charge which your Shepherd and Father today entrusts to you. To launch a mighty reawakening of thought and action!"

The Evil Influence of Russia

If the Union of Soviet Socialist Republics did not exist today, or at least if that union had a different type of leadership or, again, if the children of Russia were undergoing a different form of indoctrination and educational experiences, the Western world would be on the verge of enjoying its golden age. — Msgr. Henry C. Bezou. (New Orleans)

Gifted Student in Seminary

Not only are the more talented students often not helped to fulfill their God-given promise, but I firmly believe that they are often positively harmed, because we require too little of them. — Rev. David M. Murphy (Rochester).

Bankers and Catholic Colleges

The continued expansion of these (Catholic Colleges and Universities) and so many other institutions would seem to indicate that they have been able at least to carry persuasion of their ability to pay to bankers who have never been known to take on faith the solvency of Catholic institutions of learning. — Bishop Lawrence J. Shehan. (Bridgeport)

A Catholic Curriculum

Let us design a curriculum including philosophy, theology, certain penetrating courses in the humanities, biology, the social sciences in which our system of values has greatest relevance. — Bishop Shehan.

The Call From Youth

Out, beyond us, stand the multitude of Catholic youth, like the Macedonian across the sea from the great Apostle Paul. Their pleading is that same gentle request: "Come over into Macedonia and help us!" — Msgr. D. Joseph Corbett. (Washington, D. C.)

HERDER

proudly announce the

AMERICAN EDITION*

of

A CATHOLIC CATECHISM

which has now been adapted for use in American schools — the Scripture quotations are from the edition prepared by the Confraternity of Christian Doctrine — by the distinguished theologian, Rev. Gerard S. Sloyan, head of

- the Department of Religious Education at the Catholic University of America.

The outcome of many years of careful preparation, this new and already famous catechism has been specially compiled with the object of preparing the young to lead a full Catholic life in the midst of a de-Christianized world. Christocentric in its conception it embraces both Scripture and Tradition in accordance with the scheme outlined in the Papal Encyclical, *Mystici Corporis Christi*.

Paperbound, \$1.25

A CATHOLIC CATECHISM is also available in a multicolored deluxe and in an illustrated popular edition. It is an ideal gift for catechists and teachers, parents, priests and religious. With the Holy Bible, it belongs on every Catholic family's bookshelf.

Deluxe edition, cloth, 150 multicolored illustrations, two-color jacket . . . \$4.95

Popular edition, cloth, 150 illustrations . . . \$2.00

*The youngest member of a fast growing "international family" of Croatian, Danish, Dutch, English, French, German, Hungarian, Indonesian, Italian, Japanese, Polish, Portuguese, Slovene, Spanish, Swedish, Wendisch, etc., editions, of which almost four million have been sold already.

For any kind of music, any time, any place—



Fine music upstairs...



downstairs, and...



all around the school!



MUSIC CAN PLAY the vital role it should in today's school life when you have a versatile Hammond Organ!

You'll have appropriate music for every occasion—for assemblies, music classes, athletics . . . for dances, formal ceremonies, PTA meetings. In fact, your Hammond Organ will be busy around the clock!

Your school needs

THE HAMMOND ORGAN

Choice of over 43,000 institutions

Hammond Harmonic Drawbars

And every type of music, from pop tune to classic, will sound better. For Hammond's exclusive Harmonic Drawbars let you command thousands of beautiful tones . . . a vast range that no other organ can duplicate.



And you'll have music wherever you want it. The Hammond Organ is portable, takes little space, plugs in like a

lamp. It's easy to play, especially for those who have training on the piano.

Never Needs Tuning*

Hammond music costs less over the years, for you'll never have any tuning expense. Hammond is the only organ that can't possibly go out of tune.

To find out more about the Hammond Organ, mail any of the coupons below. Address Hammond Organ Company, 4224 W. Diversey Ave., Chicago 39, Ill.

*Pertains to Spinet, Home, Church and Concert Models.
(Except Solo Pedal Unit of Concert Models.)

To bring your school better music, just mail these coupons...

- Please send me your booklet telling how my school can raise money for an organ.

Name _____
School _____
Address _____
City & Zone _____
County & State _____

- My school is interested in:
 Viewing a color film about the Hammond Organ.
 Hearing a free organ concert.

Name _____
School _____
Address _____
City & Zone _____
County & State _____

- Please send me complete literature describing the various models of the Hammond Organ.

Name _____
School _____
Address _____
City & Zone _____
County & State _____

© 1959, HAMMOND ORGAN COMPANY CS 9

Today a little girl—tomorrow a young lady



...now is the time to show her
"The Story of Menstruation" by Walt Disney Productions

How bright the future looks through sparkling young eyes. So much to learn—so eager to know the wonders of growing up. This year, over 100,000 girls will menstruate before their 11th birthday. By showing them this delightfully animated film,

you can help your youngsters develop wholesome, confident attitudes toward this natural, normal function... give them the emotional security they need to grow up gracefully. Why not schedule a mother-daughter showing today?

New Supplies

POPE JOHN XXIII MEDAL

An attractive keepsake for Catholics is this heavy silver plate medal portraying Pope John XXIII. Fashioned in relief by Italian artisans



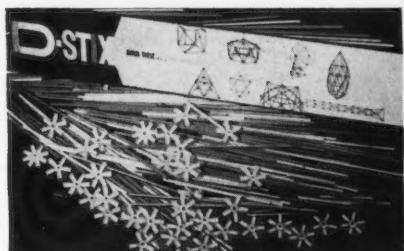
Silverplate Wall Plaque

in Rome, it can be used as a wall plaque. The reverse side has a reproduction of the Vatican and the Holy City with the word *Roma*. Priced at about \$5, it is distributed by Rusfor Jewelers, New York 38, N. Y.

(For Further Details Circle Index Code 0154)

LOW-COST D-STIX KITS

A new visual teaching aid is the D-Stix kit consisting of enameled plastic sticks and rubber joints which can be quickly and easily assembled to form an infinite number of shapes and structures. These educational kits are junior versions of the visualizing kits used by



Visual Teaching Aid

professional architects and engineers. Inexpensive kits are available in 230- or 350-piece sets. Using two types of rubber joints, universal and T-joints, the sticks can be assembled into geometric figures, molecular models, towers, frameworks, and rigid, stable structures of all kinds. Suitable for elementary grades up through college, D-Stix can illustrate principles of higher mathematics, physics, chemistry, design, engineering, and abstract art. Kits are sold by Edmund Scientific Co., Barrington, N. J. Send for prices.

(For Further Details Circle Index Code 0155)

NYLON CLOSING ON CASSOCKS

A new feature of altar boy cassocks is a "touch 'n close" nylon fastener. The Velcro fastener consists of two strips of nylon which, when pressed together, firmly close the gar-

ment. To remove the garment, the strips are merely peeled apart. According to the manufacturer, the strips can be used thousands of times and still retain the original holding power. This new closure cannot come off, catch, snag, or jam, as do buttons, hooks, and slide fasteners. Velcro is completely washable, dry cleanable, and can be ironed. The Abbey cassock with Velcro fastener is offered in black, red, or white by Malhome Vestment Co., Milford, Pa.

(For Further Details Circle Index Code 0156)

NEW MAPS, MODELS, GLOBES

A. J. Nystrom & Co., Chicago 18, Ill., is offering an extensive selection of instructional aids designed to implement the teaching program under the National Defense Education Act. The aids include: a variety of physical, rainfall, and climate maps; health, biology,



Lightweight and Portable

and science charts and graphs; globes and models. Many of the maps and charts are mounted on muslin or published on a new Texprint plastic-coated paper that is especially adaptable to classroom use. The plastic paper is washable, will not crack or wrinkle, and resists mildew and humidity. Its light weight permits the addition of 30 per cent more maps to a roller. When folded, the plastic charts and maps can be transported from room to room at one-half the cost of hand-mounted maps. Send for 1959-60 catalog.

(For Further Details Circle Index Code 0157)

WORLD ATLAS REVISED

The 1959 edition of the Cosmopolitan World Atlas, recently published by Rand McNally & Co., Chicago 80, Ill., shows all 50 of the United States. This new atlas contains latest population, area, and other geographical details of the United States, a world political information table, and United States tables. A 52-in. by 34-in. colored wall map of the United States is given with each copy of the atlas.

(For Further Details Circle Index Code 0158)

(Continued on page 104)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



It's so easy to tell
younger girls
about menstruation
with this complete
educational program

"The Story of Menstruation"

by Walt Disney Productions

Charming, 10-min., 16 mm. sound and color film explaining scientific facts in terms girls understand.

"You're a Young Lady Now"

For girls 9-12, this easy-to-read booklet prepares the pre-teen for menstruation in a friendly way.

Teaching Guide

A flexible lesson guide to help you answer questions.

Physiology Chart

For classroom lectures, this large color chart illustrates each phase of the menstrual cycle.

"At What Age Should a Girl Be Told About Menstruation?"

A revealing report on an actual grade school program.

The entire program above FREE from Kimberly-Clark Corporation, the makers of Kotex napkins.

Rest room dispensing machines for Kotex napkins installed free in your school. Check coupon to get full information.

KOTEX is a trademark of the KIMBERLY-CLARK CORP.

Kimberly-Clark Corporation Educational Dept. CS-99
Neenah, Wisconsin

Please send me free (except for return postage) your 16 mm. sound film, "The Story of Menstruation."

Day wanted (allow 4 weeks)

2nd choice (allow 5 weeks)

3rd choice (allow 6 weeks)

Also send the following:

copies of "You're A Young Lady Now"
(for girls 9-12)

copies of "Very Personally Yours"
(for girls 12 and older)

Physiology Chart Teaching Guide

"At What Age Should a Girl Be Told About Menstruation?"

In addition, please send full information on rest room dispensing machines for Kotex napkins.

Name _____ (Please Print)

School _____

Street _____

City _____ Zone _____ State _____

New Supplies

(Continued from page 103)

PRACTICAL TABLE MODELS

A versatile multi-purpose table which may be ordered in a choice of three tops or two types of bases is available from Sico Mfg. Co., Inc., Minneapolis 24, Minn. The table may be used in cafeteria, library, or classroom, wherever adaptable equipment is needed. A unique folding device, which lacks latches, locks, and levers, permits the tops to be easily tipped to a vertical position for storage. When folded, each additional table nests in 3 inches of space. The three tops in the Model 3000 series include: a 36 in. square; a 40 in. diameter round; and a rectangular top 30 in. wide



Top Tilts for Storage

and 48, 60, or 84 inches long, table height is 30 in. Fully portable, the tables have 3 in. rubber casters, two with locks, and a self-leveling device on the pedestal base. The top is a board of laminated melamine plastic. The Plextone coated edge lacks banding to prevent collection of dirt and spillage. Steel framework is zinc coated to prevent rust and chipping. Platinum walnut color is standard, but other colors are available at extra charge.

(For Further Details Circle Index Code 0159)

FOUR-WAY DISPLAY BOARD

A two-sided portable chalkboard-tackboard is a versatile four-way teaching aid. One side of the board provides a fine writing surface of Slato-Steel, magnetized to hold "see and move" learning items. The reverse side, cov-

How to clean a schoolroom in 7 minutes!

Super Precision Cleaning for Schoolrooms

YEAR AFTER YEAR SCHOOLS BUY SUPERS

Because of its efficiency, ease of operation, low cost of maintenance and long life of service free operation, the public and parochial schools of America have consistently bought more Supers as the school systems have expanded. Supers ten and even twenty years old are still working today in schoolrooms. As new schools are built, more Supers are bought.

Super has developed a specialized cleaner and a plan for using it that enables you to keep a schoolroom really clean at low cost.

Tested in a 30' x 40' room with 42 desks, 2 coat rooms and the usual equipment, the Super Precision Cleaning Method for cleaning schoolrooms and a Super Model M suction cleaner did the job thoroughly in seven minutes flat.

Write for this new brochure "Super Precision Cleaning for Schoolrooms". Learn how to use a specialized schoolroom cleaner to cut time and cost of room cleaning and to assure absolute removal of germ laden dust and dirt.

The Super Model M is specially designed for schoolroom cleaning. It gets around where other heavy duty cleaners can't go.

Super distributors all over America will gladly demonstrate the cleaner and the plan.

"Once Over Does It"

SUPER SUCTION SERVICE®

Power Suction Cleaners • Quality Floor Machines
SINCE 1911
THE DRAFT HORSE OF POWER CLEANING MACHINES™

SALES AND SERVICE in Principal Cities
IN CANADA: Plant Maintenance Equipment Company TORONTO
MONTREAL - VANCOUVER

THE NATIONAL SUPER SERVICE COMPANY 1957 N. 13th, St. Toledo 2, Ohio



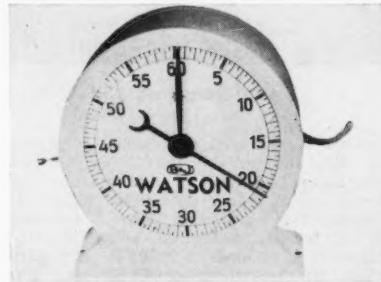
Portable Teaching Aid

ered with flannel over Homasote, is for posting or tacking, and for holding adhering felt objects. With trim-line anodized aluminum frame mounted on tubular steel standards, the unit is lightweight and easily moved for informal classroom instruction. The manufacturer is Beckley-Cardy Co., Chicago 39, Ill.

(For Further Details Circle Index Code 0160)

STOPCLOCK WITH INSTANT RESET

A stopclock with regular stopwatch action is available from Burke & James, Inc., Chicago 4, Ill. The flyback mechanism, when depressed, causes the second hand and minute register to return instantly and securely to zero, allowing for repeated timings, as it quickly stops, clears, and restarts the clock action. The sturdy clock is designed to give many years of service for sports, laboratory,



Has Stopwatch Action

darkroom, radio, or wherever a stopclock is needed. The large, 4-in. round dial is white with black arabic numbers, minute and second hands. Write for more information.

(For Further Details Circle Index Code 0161)

(Continued on page 106)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



**9th
annual
september
better
breakfast
month**



*Be a Better
Breakfast Booster in
Your Community.*

*Basic Cereal Breakfast
is moderately low in fat
and provides quick
and lasting energy.*

**BETTER
BREAKFASTS
BUILD
BETTER
FAMILIES**



*Better Breakfasts
are eaten by only
one-half the people.*

*Breakfast Source Book—
new edition now
available.*

*Better
Breakfasts mean
better grades.*

*Better Breakfast school
and community programs
are planned now.*

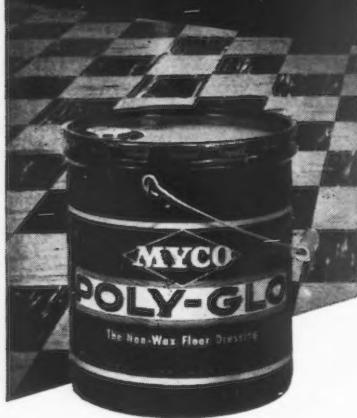
*Better Breakfasts
increase mental and
physical efficiency.*

*Basic Cereal and Milk
Breakfast just
as nutritionally
efficient as a
bacon and egg
breakfast.*



CEREAL INSTITUTE, INC. 135 South La Salle Street, Chicago 3
A research and educational endeavor devoted to the betterment of national nutrition

**FOR EASY TO MAINTAIN,
SLIP RESISTANT
FLOORS . . .**



**Non-Wax
POLY-GLO*,
the toughest,
brightest finish
for your floors**

One coat of POLY-GLO outlasts two coats of conventional floor dressings, making it possible to cut floor maintenance time up to 50%. POLY-GLO resists scuffing, heel marking and water spotting, will not yellow. Easy to apply, dries in minutes to a high luster, and removes easily with a neutral cleaner when floors are stripped.

*Rated "excellent" by Underwriters' Laboratories' James Machine for slip resistance.

FREE! 32 PAGE MODERN FLOOR CARE BOOKLET "WHAT EVERY EXECUTIVE SHOULD KNOW ABOUT THIS VITAL THOUSANDTH OF AN INCH." SEND FOR YOUR COPY

Branch Offices
in Principal Cities
In Canada;
Toronto, Ontario



MASURY-YOUNG CO.

76 Roland Street, Boston 29, Mass.

Please have your representative in my area call me for an appointment to discuss THE MYCO METHOD OF FLOOR CARE
 Send me free your new floor care booklet "What Every Executive Should Know About This Vital Thousandth of an Inch".

Name _____
Company _____
Address _____
City _____ State _____

New Supplies

(Continued from page 104)

SUN-RESISTANT GLASS BLOCKS

A hollow glass block, tinted blue-green, is available from Kimble Glass Co., subsidiary of Owens-Illinois, Toledo, Ohio. Called Shade Green, the block reduces sun brightness in a room, protects from solar-heat transmission, and presents a pleasant, cool appearance. The block is the result of a new research process, developed by Owens-Illinois, that permits both green and colorless glass to be drawn from one furnace at the same time. The Solar>Selecting line offers glass blocks in both 8- and 12-in. sizes and the popular decorative pattern, No. 30, in the same sizes.

(For Further Details Circle Index Code 0162)

EASY STORAGE ARMCHAIR

A new folding armchair by Clarin Mfg. Co., Chicago 44, Ill., folds to a compact three inches for storage. The arms close in with the



Folds to 3-Inch Width

rest of the chair in one motion. When folded, the chair measures 39½ in. high by 16½ in. wide. When opened, the arm rests protrude 10½ by 2½ inches. Designed for either permanent or auxiliary seating, the armchair is upholstered in Naugahyde, nylon, or grosgrain over foam rubber in a selection of colors.

(For Further Details Circle Index Code 0163)

NON-SLIP FLOOR MATS

Nyracord is a composition floor matting of quality rubber with a reinforcing nylon synthetic fiber. According to the manufacturers, American Mat Co., Toledo, Ohio, the finished product resists abuses and heavy foot traffic such as spikes, cleats, and skates. The resilient matting absorbs noise, is slip-resistant when wet or dry, and is easily cleaned. It will withstand extreme heat or cold without deterioration. Nyracord will be used in floor matting, runners, stair treads, mats, and bumpers offered by this firm. Literature will be sent upon request.

(For Further Details Circle Index Code 0164)

(Continued on page 108)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

**Better penmanship
for your students**



VENUS
replaceable point pen \$1

Here's the pen that makes the grade with students. Prove it for yourself with our special sample offer (limited time). From 4 Venus replaceable points you pick the one that writes like you...change it, replace it in seconds. Flexible, smooth-writing points speed shorthand, note taking, help make handwriting neater. Slim styling, handsomely chased chrome-finish cap. Fully guaranteed by Venus.

Get Extra 49¢ Point Free!

MAIL SPECIAL OFFER COUPON NOW!

(offer expires November 15, 1959) CSJ-9
Venus Pen & Pencil Corp., Lewisburg, Tenn.
Educational Service Dept., P.O. Box 23

Gentlemen: Please send me _____ Venus Replaceable Point pens at \$1. each; extra FREE point with every pen.

Enclosed is:

check; money order; cash. (No C.O.D.)

Color barrel

red black blue green

Point

extra fine fine medium broad

Free Point

extra fine fine medium broad

NAME _____

SCHOOL _____ PLEASE PRINT

ADDRESS _____

SCHOOL SUPPLIER _____

A

**RE YOU PREPARED
FOR THEIR QUESTIONS
ON MENSTRUATION?**

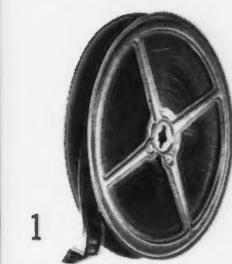
Explaining menstruation to young girls is a delicate matter. You want to do it clearly and simply . . . to answer their questions with ease.

That's why more and more teachers, parents and nurses are taking advantage of this integrated program of educational material. You'll want to make use of this free material, too!

1. "MOLLY GROWS UP"—award-winning movie for girls 9 to 14 . . . the first film on menstruation done with live actors. 16 mm., black and white, sound—running time, 15 minutes. (On free loan.)
2. "GROWING UP AND LIKING IT"—booklet specially written for girls just beginning to menstruate. Endorsed by doctors and educators, written clearly and simply, it's an excellent supplement to classroom discussions.
3. "HOW SHALL I TELL MY DAUGHTER?"—beautiful new booklet for mothers. Suggests how, when and what to tell girls about menstruation.
4. "EDUCATIONAL PORTFOLIO ON MENSTRUAL HYGIENE"—includes above booklets, anatomical wall chart and new, complete Teaching Guide by McGraw-Hill.
5. "TEACHING GUIDE FOR MENSTRUAL HYGIENE"—educator-approved, prepared by McGraw-Hill. This new guide is designed to help you give your pupils a happier, more confident attitude towards growing up.

Complete
menstrual education
program FREE!

*from the makers of
Modess® Sanitary Napkins
and Belts and Teen-Age
by Modess*



1

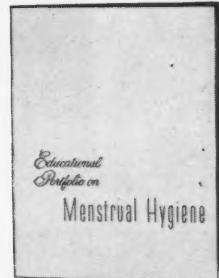
FILM—"MOLLY GROWS UP"



2



3



4



5

● Director of Education, Personal Products Corporation
Box 5990-9, Milltown, New Jersey

Please send me *free*:

16 mm. movie, "Molly Grows Up" (on free loan). Allow 6 weeks
for delivery. Date wanted _____

Alternate date _____

The following booklets:

Copies of "Growing Up and Liking It"
 Copies of "How Shall I Tell My Daughter?"
 One "Educational Portfolio on Menstrual Hygiene"

Name _____ (PLEASE PRINT)

School _____ Course _____

School Address _____

City _____ Zone _____ State _____

(OFFER GOOD ONLY IN U.S.A. AND CANADA)

New Supplies

(Continued from page 106)

CENTRALIZED CONTROL PANEL

A centrally located control panel automatically turns lights, heating and air conditioning, motors, audible signals, and other electrically actuated devices on and off. Made by Stromberg Time Corp., Thomaston, Conn., the unit provides major cost savings for operating utilities in large schools and institutions. Two models are available: Scope-E, for electronic operation without special wiring, and Scope-W, for synchronous wired operation with system wiring. As many as 640 circuits, set to a predetermined time schedule, can be controlled by the unit's four electronic frequencies. A calendar control is provided to

select or omit signals on a 12- or 24-hour period. Other features include manual control for each function on a circuit, and plug-in control compartments that quickly expand the system's capacity. Scope can be installed as a flush or surface unit. Write for full details.

(For Further Details Circle Index Code 0165)

PREFABRICATED STEEL BLEACHERS

A new line of portable, steel bleachers for athletic fields, social and industrial recreation areas, and military installations is made by Wayne Iron Works, Wayne, Pa. Type L bleachers are constructed in standardized five-row, 15-ft. long sections. More height can be obtained by joining additional sections to the original standard unit. Units and underframes combine strength and light weight for ease in

relocation. The bleachers are available as complete sections or as stripped-down units consisting of steelwork only. Stripped-down units are ordered by users who prefer to fabricate seat and foot boards from lumber obtained locally. Complete units are furnished with sleepers on the bottom, keeping base members off the ground. Write to the manufacturer for more information.

(For Further Details Circle Index Code 0166)

ADAPTABLE SCIENCE TABLES

Science tables accomodating two and four students are available from Metalab Equipment Co., Div., of Norbute Co., Hicksville, L. I., N. Y. Called Centerscope, the tables are especially versatile in rooms equipped with unusual science apparatus; however, the unit combinations can be used for any science course, for either general instruction or multi-class teaching. Feature of the unit is finger-tip storage, including pull-out vertical drawers, individual student drawers, tote tray cupboards, and open shelving. Table area per stu-

the
Cram Man
says:

NEW BIG 64" MAP

United States-Canada Showing All 50 States

- THIS NEW MAP OF U. S. shows all 50 States on same scale with Alaska in its correct geographical location. Hawaii in its proper latitude and scale.
- Eliminates student's confusion as to correct size and location of the State of Alaska.
- Canada is shown in same scale as United States.
- This BIG 64" WALL MAP printed in full beautiful colors.
- CRAM's new United States-Canada Map available in two series. Order one each today from your Cram Man or direct:

CSB 131-BEGINNERS \$24.00 F.O.B.
CSPD 131-PHYSICAL-POLITICAL 24.75 Indianapolis

Price includes ZE Mounting Spring roller mounted on portable steel backboard.

For complete information send for Cir. No. 131.
Send for complete NEW Cat. No. 92 (1959-60).

THE GEORGE F. CRAM COMPANY, INC.
730 EAST WASHINGTON STREET - INDIANAPOLIS 7, INDIANA

Many Storage Spaces

dent is ample for all experiments. An elevated section contains molded sink and top, water and gas service, disappearing burette rods, and plug-in strip. The design permits changing of facilities to accommodate all science needs.

(For Further Details Circle Index Code 0167)

SCHOOL AIR CONDITIONER

Herman Nelson Packaged Liquid Chiller is a complete, factory-assembled air conditioning unit designed especially for use in schools. The new product is available from the American Air Filter Co., Inc., Louisville, Ky. The chiller functions as part of a unit ventilator air-conditioning system. Chiller is simple to operate, easy to maintain, and will give efficient temperature control to individual classrooms despite varying occupancy conditions. An optional feature is a safety-interlocked control panel, a system of gauges and lights that pinpoints any trouble and automatically shuts off the system. Ten models are offered in ranges of 20 to 120 horsepower, and capacities from 15 to 166 tons. Send for Bulletin No. 675-A1.

(For Further Details Circle Index Code 0168)

(Continued on page 110)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

108

(For more information from advertisers, use the postcard on page 125)

CATHOLIC SCHOOL JOURNAL

Crestcard

COMPANY



America's Leading and
Largest Specialists in
Catholic Greeting Cards

Christmas Angels ASSORTMENT

There's a special charm in the faces of these wistful little Christmas Angels. The appealing designs show different aspects of the Season — the manger, the shining tree, the music and carols — all with a cast of delightful angel children. Silver glitter highlights the sepia and pastel color scheme . . . a deckle edge completes the single folders of fine board paper. Each detail contributes to the mellow "Old World" feeling so popular today in figurines and paintings. It has already proved to be the most popular children's Christmas card assortment.

21 ASSORTED CARDS SELLS FOR \$1

SEE OUR ORDER BLANK FOR
LOW-LOW WHOLESALE PRICES

MAIL COUPON FOR SAMPLES NOW!

CRESTCARD CO.

169-173 Highland Ave., Newark, N. J.

Please send me samples of your 1959 line of
Catholic Christmas Cards on approval.

NAME.....

SCHOOL.....

ADDRESS.....

CITY..... STATE..... CSJ

FOR BETTER BLOCK PRINTING



AQUAPRINT (water-soluble) INKS

Made with
genuine
Artists' Pigments

The bright, concentrated colors of Weber Aquaprint Inks dry to a satin-smooth finish. Water-soluble and non-staining, they may be washed from hands, clothing, and implements with water.

IN 4 x 1" TUBES



Weber Aquaprint Inks are available
in the following colors:

Red	Yellow
Purple	Brown
Orange	Green
Turquoise	White
(Light Blue)	Black
Magenta	Dark Blue

Secondary hues obtainable by blending colors.



WHITE SURFACE LINOLEUM BLOCKS

Highest quality linoleum mounted on 5-ply wood block with a white surface as easy to draw on as paper. In all popular sizes from 2x3" to 9x12".

F. WEBER CO.

Manufacturing Artists' Colormen Since 1853

PHILADELPHIA 23, PA.

ST. LOUIS 1, MO.

New Supplies

(Continued from page 108)

NEW LINE OF FOLDING CHAIRS

American Seating Co., Grand Rapids 2, Mich., is offering a new line of folding chairs, featuring 32 models. Improved folding action, maximum durability and safety are features of the line, according to the manufacturer. Models include: spring arch upholstered seats; all steel seat and frame; steel, plywood, or



32 Models Available

vinyl clad steel seats and backs. Chair legs of steel tubing are reinforced with steel cross-braces. Rubber treads prevent floor marring. In all models the seat folds independently of the chair. The entire line is finished in abrasion resistant, bonderized enamel, available in several standard colors or in two new colors—star mist blue and bronze. Extra accessories include armrests, tablet arms, kneelers, cup holders, trays, bookracks, as well as threshold and bar clamps for arranging chairs in rows, and portable storage trucks.

(For Further Details Circle Index Code 0169)

TRANSISTORIZED LECTERN

A portable lectern from Radio Corp. of America, Camden 2, N. J., doubles as a sound system. The compact new unit, called Lectronic Lectern, can be assembled and "warmed up" in less than 30 seconds. It operates from wall outlets or batteries. Through a miniature TV type microphone, a high fidelity loudspeaker, and a new transistorized amplifier, sound is projected to audiences of approximately 600 persons. The microphone, mounted on a gooseneck tube, can be detached to



Portable Sound System

hang around the speaker's neck. If desired, a radio tuner, record player, or tape recorder may be connected to the lectern. The unit is enclosed in a wood grained, mar-resistant case designed for travel. Two styles are available. Write for more details.

(For Further Details Circle Index Code 0170)

You'll rate these
EAGLE PENCILS
best of their class!

Alpha

ALPHA

for first grade

Oversize wood shaft fits little fingers . . . prevents cramping. Thick, soft lead writes blacker, faster, more easily. Recommended by primary authorities.

Practice

PRACTICE

for second grade

Slimmer, with a firmer point, PRACTICE makes the perfect pencil for children still too small for regular-size pencils.

Mirado

MIRADO

for third grade and above

World's finest! Standard diameter MIRADO stays sharp page after page, its point breaks far less often. Writes smooth, clean—for a neat job every time.

WANT FREE SAMPLES? WRITE TO
Eagle Pencil Co., Danbury, Conn.



INCANDESCENT GYM LIGHTS

Incandescent lighting fixtures from the Edwin F. Guth Co., St. Louis 3, Mo., provide 35 footcandles of illumination in this Tucson, Ariz., high school gym. The reflector



Gym at Catalina High

units give proper horizontal and vertical illumination with a 60 degree beam and 100 per cent down lighting. At the bottom of the unit, a heavy wire guard protects the lamp and has a vertical center opening for relamping. A slotted socket cover makes for cooler lamp and socket operation, easier cleaning, and less maintenance. Send for full information.

(For Further Details Circle Index Code 0171)

NEW STACKING CHAIRS

The new 3/R line of stacking chairs from Irwin Seating Co., Grand Rapids, Mich., is available in a choice of pastel colors. The



Comes in Pastel Colors

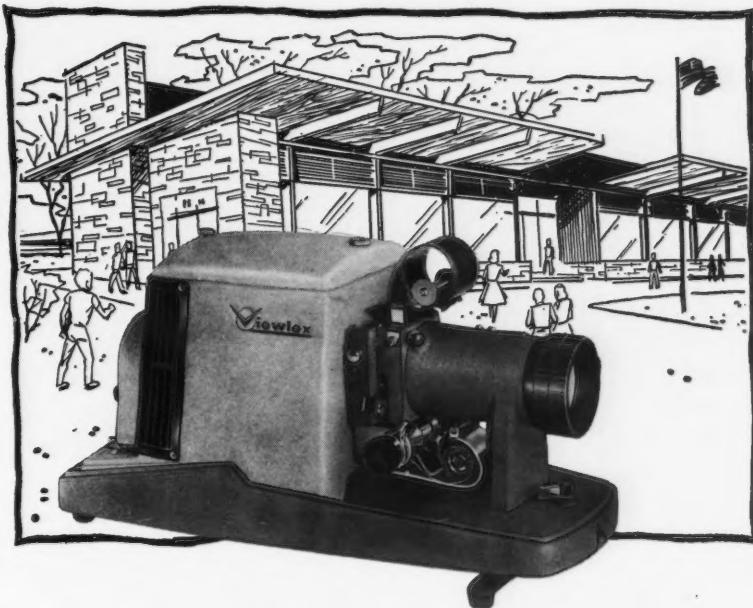
mar-resistant chairs feature tapered, swaged legs with rigid braces and rubber bumpers that eliminate chair rubbing contact during storage. Nylon glides on the tips of the legs are durable and prevent floor marking. The chair seats and backs are designed for correct posture and student comfort. Sleek steel tubing gives a modern look to the chairs and is easier to clean and maintain. The chairs can be ordered in seat heights of 12, 13, 14, 15, 16, or 17½ inches.

(For Further Details Circle Index Code 0172)

(Continued on page 112)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

MORE SCHOOLS USE Viewlex IN THEIR A-V PROGRAM THAN ANY OTHER PROJECTOR!



First in Choice . . . First in Quality! THE VIEWLEX V-500 COMBINATION 35 mm FILMSTRIP & 2" x 2" SLIDE PROJECTOR

Here's Why —

Simple Threading — simply slide film between clearly marked plates into projector channel and it threads itself — then take-up reel winds it neatly — automatically! Project single or double frame filmstrip — horizontal or vertical. Or in just seconds, switch easily over to slides.

Brighter Pictures — even in lighted rooms . . . the 500 watt lamp in the exclusive Viewlex light-multiplier optical system gives more light than projectors of higher wattage. And the completely light-tight lamphouse eliminates any distracting light leakage.

Always Cool — even after long periods of use . . . an exclusive Viewlex reverse jet-action suction fan draws cool air in and around the film first — then circulates it quickly throughout the projector and forces it out the side vents.

Built-In Magnifier Pointer — more than just a pointer — actually enlarges any part of projected filmstrip image to fix attention on details under discussion.

Comes complete with 5" f/3.5 Luxtar lens and slip-on aircraft carrying case • 3", 4", 7", 9" and 11" lenses available • For even greater brilliance the V-500 is also available with 5" f/2.8 Luxtar lens.



Other Viewlex projectors available from \$50.25 to \$495.00. Ask your Viewlex Audio-Visual franchised dealer for a demonstration, or write for catalog.



35-05 QUEENS BOULEVARD, LONG ISLAND CITY 1, N.Y.

All Viewlex projectors are GUARANTEED FOR A LIFETIME.

New Supplies

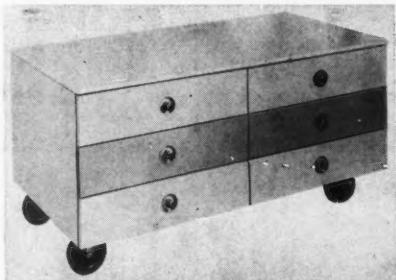
(Continued from page 111)

DIMS OR BRIGHTENS LIGHTS

A new light control system which "measures" daylight and balances it with electric light assures a constant level of room illumination. The Superior Electric Co., Bristol, Conn., calls it Luxtral Automatic Light Controller. The control adds the proper amount of artificial light to keep room lighting at any pre-set level. The manufacturer states that the system provides better lighting while eliminating glare. Factory tests indicate savings up to 50 per cent in power costs. Nerve center of the system is the Lumistat, a dial which pre-sets the desired amount of room light. A photo-electric scanner monitors the lighted area, measuring the amount of combined daylight and artificial light in the room. This information is relayed and compared with the Lumistat setting. If the readings differ, the control dims or brightens the lights to the desired level. Available only since June, the new system can be used effectively in schools, hospitals, and commercial buildings, in either a single room or in several rooms with similar lighting characteristics.

(For Further Details Circle Index Code 0173)

CLASSROOM FURNITURE SLANTED TO THE FUTURE



A complete line of classroom furniture adaptable to any future need is offered by St. Charles Mfg. Co., St. Charles, Ill. The line includes teacher's desks, wardrobes, paper and general storage cabinets, drawer and sliding door or wall units, open and two-sided shelving, and clay and toy bins. The units can be custom ordered in built-in, free-standing, or mobile styles to give flexibility and mobility in room arrangement. Tops and fronts are finished with Fibresin, chair frames are steel with a two-coat enamel finish. The construction results in durability and ease of maintenance. Mobile units are equipped with ball-bearing swivel casters; free-standing units have chrome plated legs with leveler glides; built-in units have a black metal brace with a three-inch recessed toe space. The flexible furniture can be used as dividers, demonstrators, and classroom worktables. All units are available in a number of heights, widths, and general types.

(For Further Details Circle Index Code 0174)

McCOURT'S DuPont Dacron Washable UNIFORMS



New

BLOUSES
SKIRTS
HATS
JACKETS
TISSUE

BOYS
UNIFORMS!

ALL COLORS & STYLES DeLUXE TAILED

Now . . . a long-wearing, lustrous Sheen Gabardine reinforced with DuPont Dacron . . . ideal for many climates . . . can be washed or dry cleaned! Woven to specifications by one of America's largest Mills. Manufactured by the McCourts in all styles . . . amazingly low-priced!

McCourt Uniforms feature our exclusive DeLuxe finish . . . accepted, wear-tested, approved by Grade, High and Academies throughout the World! We render a 'Personalized' Service backed by 25 Years of professional designing experience. COMPARE before you buy . . . samples, swatches, prices without obligation.

• Write Today to Sue & Bob McCourt!

McCOURT'S ALL AMERICAN
SUPPLIERS, Inc.
599 Biway • Newark, N.J.



SIT-DOWN DUPLICATOR

A seated posture duplicating machine, model 14D74, is the latest addition to the line of Ditto Inc., Chicago 45, Ill. The design promises operator comfort with efficient duplicating.



Adjustable Foot Pedals

The foot pedal is adjustable for short or tall operators, controls speed, frees the operator's hands for handling copies. With a flip of the fluid clips, the operator can switch from large sheets to small ones, an answer to running labels and small documents in succession with larger forms. The machine handles forms from 3 by 5 in. to 14 by 14 in., at speeds up to 120 copies per minute. Machine features a magnetic drum for making blockouts on copy, a "no pour" fluid supply with visible fluid gauge, and a lever adjustable for continuous hand feeding.

(For Further Details Circle Index Code 0175)

(Continued on page 114)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

New from MOORE

CAPS AND GOWNS IN THE NEW MIRACLE FABRICS

Soft and silky smooth, the newest MOORE materials are brightly hued, and almost airy light. A most welcome new high in appeal and comfort.

Ask for Swatch Catalog CG 16
Sale or Rental --- Hoods, Too
Contact Your Nearest Office

E. R. MOORE CO.

932 Dakin St. Chicago 13, Ill. Phone: GRaceland 7-3600
268 Norman Ave. Brooklyn 22, N. Y. Phone: EVergreen 3-2800

E. R. MOORE CO. OF CALIFORNIA

1641 N. Allesandro St. Los Angeles 26, Calif. Phone DUnkirk 7-3205

ALSO MAKERS OF ROBES FOR CHOIR AND CONFIRMATION —
GYMSUITS FOR GIRLS



HEAT and STIR! new CENCO Hotplate Magnetic Stirrer

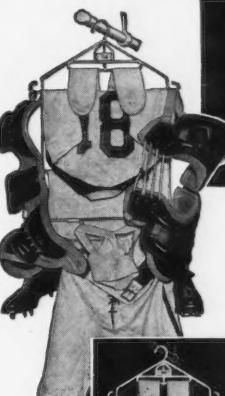


Combines an electric hotplate and magnetic stirrer which operate independently or simultaneously. Variable speed stirring is powerful enough to stir beaker of pure glycerin. Heat control by adjustable thermostat. Top plate $7\frac{3}{4}$ " of cast aluminum. No. 16632 for 115 volt operation, low priced at . \$64.50



CENTRAL SCIENTIFIC CO.
A Subsidiary of Cenco Instruments Corporation
1718-X Irving Park Road • Chicago 13, Illinois
Branches and Warehouses—Mountainside, N. J.
Boston • Birmingham • Santa Clara • Los Angeles • Tulsa
Houston • Toronto • Montreal • Vancouver • Ottawa

ALL-AMERICAN HEAVY DUTY UNIFORM HANGER



Faster, More Thorough and
More Hygienic Drying . . .
More Efficient Handling
of All Your Athletic Gear

Accommodates a complete football or basketball uniform, solves the problem of drying and storing sweat soaked athletic gear. Extra heavy steel rod, electrically welded into single unit. Molten tinned finish protects permanently against rust or corrosion. Individually numbered.

Each, complete with
Number Plate, f.o.b. **\$1.70**
our Texas Mill

★ Write for literature on American Approved Gymnasium
Baskets, Steel Basket Racks and Dressing Room Equipment

AMERICAN
PLAYGROUND DEVICE CO., ANDERSON, IND.
WORLD'S LARGEST MANUFACTURERS OF FINE PARK, PICNIC,
PLAYGROUND, SWIMMING POOL AND DRESSING ROOM EQUIPMENT

You can raise \$500 or more in 6 days this easy way



Sell famous Mason Candies and in 4 to 15 days your group can make \$300 to \$2500.

For complete information fill in and mail us the coupon shown. If you decide to go ahead you don't risk a cent,—you pay nothing in advance. We supply on consignment your choice of **THREE VARIETIES** of famous Mason Candy. At no extra charge each package is wrapped with a band printed with your organization's name and picture. You pay after you have sold the candy and return what you don't sell. Candy is sold at less than regular retail price. You make \$9.00 in net profit on every 30 sales of our 75¢ box. Or you can make \$12.00 on every 30 sales of our \$1.00 box (66½% profit to you on cost). There's no risk! You can't lose. Mail in coupon today for information about MASON'S PROTECTED FUND RAISING DRIVES.

Mr. EDWIN STOVE, Dept. CS-9
Mason, Box 549, Mineola, N. Y.

Gentlemen: Please send me without obligation, information on your Fund Raising Plan.

(Check one)

I am interested in your
75¢ Package Plan

I am interested in your
\$1.00 Package Plan

Name _____

Age if under 21 _____

Address _____

Organization _____

Phone _____

City _____ State _____

Mason Candies, Inc., Mineola, L. I., N. Y.

New Supplies

(Continued from page 112)

COMFORTABLE OFFICE CHAIRS

Contemporary styling marks the new line of office chairs from All-Steel Equipment, Inc., Aurora, Ill. Decorator fabrics with Latex foam



Styled for Modern Offices

rubber cushioning make for attractive, restful, and comfortable seating. There are four styles of chairs in this line: the Syncro-Tils Posture swivel chair, a swivel arm chair, a side arm chair, and an armless office chair. These chairs have a no-tilt feature that prevents office mishaps. The side chairs have wall-saver designs which protect walls from mars and scratches. Send for full information.

(For Further Details Circle Index Code 0176)

DOORLESS PHONE BOOTHS

Doorless telephone booths that offer both privacy and space-saving advantages are a product of Burgess-Manning Co., Industrial Silence division, Libertyville, Ind. Walls of sound absorbent materials provide "isles of quiet" without the disadvantages of a closed



Space-Saving Arrangement

booth. The booths can be grouped into many space-saving arrangements: two will fit in a corridor corner; four will form a compact half-circle flush against the wall; or they may be arranged back-to-back on an island. There is no glass to clean or break, or dirt, dust or bad odors usually found in enclosed booths. Floors can be easily cleaned around the booths. Several models are described in the manufacturer's bulletin.

(For Further Details Circle Index Code 0177)

(Continued on page 116)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

SECRET OF A SECRETARY'S SUCCESS -



LOW IN S.S.

A.W. Faber

ERASERSTIK

The original grey eraser point
— always best for erasing.

The girl who uses her head for something more than wearing the latest hair style hates SLOPPY STRIKEOVERS like an opera singer hates rock 'n' roll. That's why girls with high I.Q.'s use A.W.FABER ERASERSTIKS — those slim, trim, pencil-shaped white-polished beauties — that let them erase without a trace.

ERASERSTIK gives you the right point to take out a single letter without smearing the whole word. No Secretary worth her weekly paycheck would ever dream of giving up her ERASERSTIK. How about you? When you go out to lunch pick up some ERASERSTIKS.



Which point do you prefer?

Slender, Medium or Blunt.... The choice is yours. EraserStik 7099 and 7099B can be easily pointed with a mechanical or hand sharpener to suit your taste.

Seen By Everyone — Everywhere



FOOTBALL SCOREBOARDS

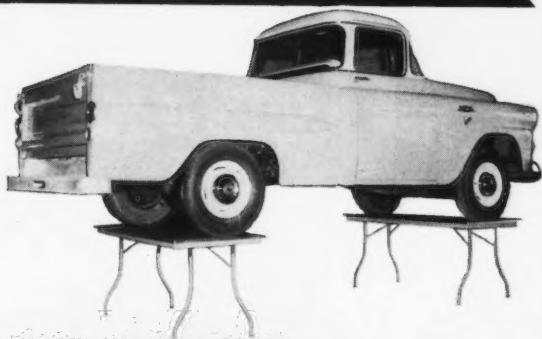


Model 1250-2 — Nationally Famous For Design

The electric scoreboard YOU need. Completely automatic. Controlled from any convenient point. Great distance visibility. Accurate and fast. 12" x 18" numbergrams, 18" x 12" symbols, 12" letters. Overall size 8'4" x 18'4". All steel construction, baked enamel finish. Easily installed, minimum maintenance. Three other models.

Write today for literature on all Scoremaster boards.
You'll be glad you did.

THE M. D. BROWN COMPANY
2219 Lake Street Niles, Michigan
"When Split-Seconds Count, Count On Scoremaster"



PROVEN STRENGTH!

Actual photograph above hints at the rugged, long-haul strength of Metwood tables. This tri-balance strength performs in some of America's finest institutions. Send for literature today, without obligation. Find out why professional buyers who check and test — choose Metwood!

Metwood
Hanover

FOLDING TABLES

FUND-RAISING
BOOKLET FREE!
A service for clubs,
churches, etc. Write
without obligation!

Hanover, Pa.

For OVER TWENTY YEARS
creative designers and
manufacturers of

School Uniforms

*Correctly
Styled!*



Quality Tailored — Reasonably Priced!

Our knowledge of your requirements — and the will and ability to assume them — are, we believe, the reasons so many schools adopt ATTRACTIVE FROCKS uniforms.

WRITE TODAY for free catalogue, complete information and prices of jumpers, skirts, blouses, hats, etc.

Samples available on request.

ATTRACTIVE FROCKS, INC.

124 East Seventh St.

Cincinnati 2, Ohio

"Prompt Service ALWAYS"

New Supplies

(Continued from page 114)

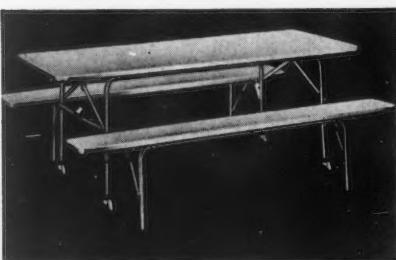
HEAVY-DUTY POWER MOWER

Model 31 Spinaway power lawn mower is the latest product of Hal-Gan Products, Inc., of Elm Grove, Wis. Designed for maintenance of large areas, such as estates, schools, institutions, and cemeteries, the Spinaway is powered by a 9-hp. engine equipped with forward and reverse gears. It has a riding sulky seat with tension spring arrangement for operator comfort. A 1½-in. wide flat belt operates the rotary blade through large knurled and slotted pulleys. A deep throat with blade-generated suction pulls grasses or weeds upright so that the blade can do a clean cutting job. No cross cutting or redoing is necessary. Send for details.

(For Further Details Circle Index Code 0178)

ROLLAWAY TABLE-BENCH

A 6-ft. folding bench and table unit for small cafeterias and gymnasiums is available from Howe Folding Furniture, Inc., New York 16, N. Y. Designed for use in small areas,



3-Way Table Unit

the Howmatic 6 is fast folding and easy to operate. It features a table top of aluminum edged Formica on plywood, solid hardwood benches with auto lacquer finish, and cadmium plated legs of one inch tubing. When open, the table seats 8 to 10 people. It can also be converted for use as a bench with backrest or a two-tier bleacher. The multi-purpose unit is easily folded and rolled away to storage areas.

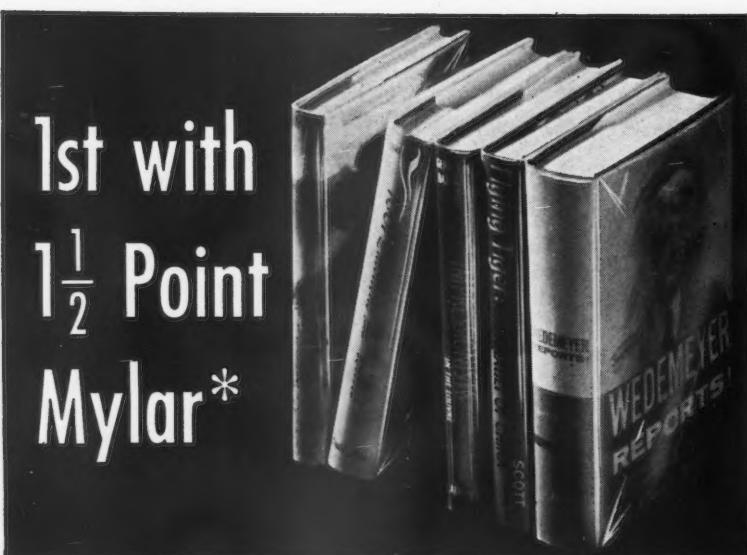
(For Further Details Circle Index Code 0179)

FIRE-RETARDANT CHEMICALS

Combustible interior finishes should be treated with tested, approved fire retardants as an added fire safety precaution. The Flamont Chemical Co., 746 Natoma St., San Francisco 3, Calif., supplies a wide variety of tested and approved fire-retardant chemicals for treating wood, plywood, acoustical or insulation boards, fabrics and textiles used in interior decorations and furnishings. Protection of building interiors lasts almost indefinitely, while building exteriors require a periodical weatherproof coating over the fire-retardant chemical, according to the manufacturers. Numerous types and grades of chemicals, each applicable to a specific material, are offered. All comply with federal specifications and are listed by Underwriters' Laboratories. A letter to the company outlining your specific requirements will bring full information.

(For Further Details Circle Index Code 0180)

GAYLORD Book Jacket Covers



For Greater Protection where it Counts

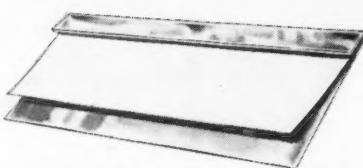
Among the advantages offered by Gaylord Book Jacket Covers are:

Extra Heavy 1½ Point (.0015) Mylar combined with a Kraft paper liner to provide maximum protection.

Super Smoothness with a natural flexibility that permits easy handling.

Bottom Edge Pre-folded to double thickness to keep edges neater, stronger — gives longer wear without added bulk.

Only Six Sizes Needed for regular books ranging from 7½" through 16".



Gaylord Book Jacket Cover. Note double thick, pre-folded bottom edge. Top is easily, quickly folded to conform to jacket.

• Send for illustrated folder that contains complete information.

*DuPont trademark for its polyester film

DISH STORAGE TRUCK

Lakeside Manufacturing, Inc., Milwaukee 7, Wis., has added a new heavy-duty, stainless steel dish and tray storage truck to its line of kitchen equipment. The Imperial 707 will carry 500 lb. of trays or dishes easily and safely. Only 32 in. high, it slides compactly



Slides Under Counter

under average counters, and may be loaded or unloaded from one side. The truck features a close-fitting hinged cover for complete sanitation, front panel easily removable for cleaning, bumper guard, and 8-in. swivel casters. It is made of 18-gauge stainless steel with all seams electronically welded. The top of the truck can be folded half back and used as an extra shelf.

(For Further Details Circle Index Code 0181)

(Continued on page 118)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



library supplies

Gaylord Bros., Inc.

SYRACUSE, N.Y. STOCKTON, CALIF.

"the house of prompt, friendly, personal service"

What Is A Nun?

Nuns come in assorted sizes, weights and wimples. They are found everywhere — swathed in, seated in back of, kneeling on, speeding down, perspiring over, shopping for, patrolling along, worried about or laughing at. Little children idolize them, teenagers puzzle them, lay people reverence them, non-Catholics gawk at them and St. Joseph looks after them.

A Nun is Faith with chalk on her hands; Hope, with a patched habit; and Love, with her hair clipped short.

A Nun has the neatness of a pin, the trust of a child, the daring of a paratrooper, the perseverance of a bill collector, the energy of a vest pocket atomic bomb, the authority of an encyclopedia and the versatility of a trouble shooter.

She loves the Blessed Mother, likes a good meditation book, ice cream, Friday afternoons, a letter from home, and free days. She is not too keen on summer school, long sermons, correcting homework, getting up early, or grumpy pastors.

No one else is so quick to praise, so slow to censure. No one else can give you a licking and cry while she is doing it. No one else can tell stories, or skip rope, or write on the blackboard so well. A Nun is a wonderful creature. You can dirty up her classroom, but her devotion remains unsmiled. You can sass her back but her prayers for you are redoubled. You can tax her patience but never deny her influence for good. A Nun is all this and more, for she is God's sweetheart and it is no wonder He loves her.

Your appreciation and response to our past distribution of "What Is A Nun" has been very gratifying. COLLEGE HOUSE is pleased to reprint it here for our many friends.

FREE Nun Dolls Angel Dolls Briefcases



Unique Christmas Card Plan for School Fund Raising

Sell beautiful Christmas cards and receive:

- A generous profit for your school . . .
- plus these FREE gifts . . . and many more . . . as incentives for your students!

Write for samples and information without obligation.



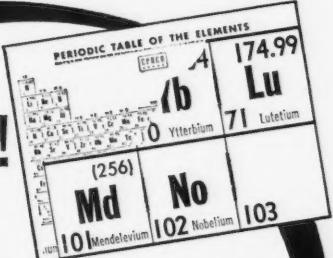
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a rainbow
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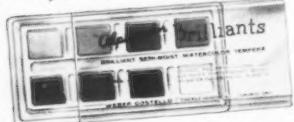
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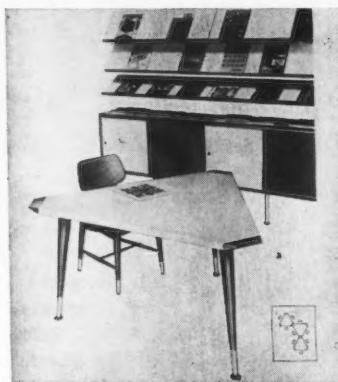
Manufacturers of: Chalkboard • Chalk •
Erasers • Art Material • Maps • Globes

New Supplies

(Continued from page 116)

TRIANGULAR LIBRARY TABLES

Library tables, in a new triangular shape or the conventional rectangular shape, are offered by John Sjostrom Co., Inc., Philadelphia 22, Pa. The triangular table is popular among librarians because of its versatility. The table features Vicon table tops, a new vinyl plastic which, according to the manufacturer, is tough,



Glare-Proof Tops

resilient, and makes an excellent writing surface. It resists shock and abrasion, cleans to its soft, original surface after rough handling, and will not glare in the intense light. The Vicon top wraps around the table edges as shown in the photograph. Send for copies of Bulletin C-590.

(For Further Details Circle Index Code 0182)

REPRODUCES DRAWINGS ON STENCILS

The Gestefax is a new electronic copier that will reproduce drawings, photographs, and office forms directly onto a duplicator stencil. The stencil is then immediately ready to reproduce as many copies as are desired. Proofreading is eliminated because the stencil is an exact copy of the original. Produced by the



An Office Print Shop

Gestetner Duplicator Corp. of Yonkers, N. Y., this machine virtually eliminates the office typewriter as a means of composition on a stencil. It approximates the photo-offset duplicator so that, in a sense, any office can now have its own "printing department" since whatever can be composed on paper with pen and ink, scissors and paste pot, can now be run off on the office duplicator.

(For Further Details Circle Index Code 0183)

MISSING?

Thousands of valuable articles on current events, scholarly subjects, book reviews, unique bibliographies are LOST or MISSED for students and faculty without

CATHOLIC PERIODICAL INDEX

A subject-author index providing complete, easy-to-use coverage of 107 of the most outstanding Catholic magazines and journals, the CPI is now entering its 30th year of successful service to thousands of Catholic school libraries.

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PORTABLE SCIENCE LAB

A fully assembled science table for grades 1 to 9 is available from School Equipment Mfg. Corp., Nashua, N. H. The Grade-Aid table is portable and requires no installation



Portable or Stationary

or service connections. Special features of the science table are: a 1/4 in. counter treated to withstand heat and chemicals, complete heavy gauge steel structure, a lifetime baked-enamel finish, and heavy-duty hardware. Accessories and equipment include: hand-operated galley-type pump; stainless steel bowl, measuring 9 by 11 by 5 in., with tray plug and tail pipe; 4-in. casters with two locks; and two one-gallon plastic carboys for water supply and waste. It has a duplex electric outlet, 110 a.c., with 20 ft. extension cord and automatic reel; portable propane burner complete with cartridge; frame rest; and hold-down bracket. Over-all dimensions are 48 in. long by 30 in. wide by 36 in. high, an extension leaf expands the length to 66 in. A stationary model, No. 6050, has comparable features.

(For Further Details Circle Index Code 0184)

IN-AND-OUT REGISTER

A black and white photograph of an in-and-out register chart. It's a grid with many small squares, some of which have black dots in them, representing personnel status. The chart is mounted on a wall next to a telephone switchboard.

Keeping track of executive personnel in a large office can be difficult for the operator of the information desk. This handy "in-and-out register" instantly shows who is in or out and the time of return. Made of hand-finished wood, this chart can be installed at the reception desk or near the switchboard. Personnel can register in and out and the time of their return without giving verbal instructions to the operator. It eliminates confusion, written memos, and forgetfulness. Available in a number of styles and sizes, from five to 60 names, with single, double, triple, or 4 panels, and in sizes from about 1/2 ft. sq. up to 26 by 28 in. This reasonably priced chart is available from the Heirloom Company, Kenmore 17, N. Y. Send for an illustrated brochure.

(For Further Details Circle Index Code 0185)

(Continued on page 120)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

NEW EXEC PASTE PEN

A cartoon illustration of a boy with glasses and a bow tie, holding a large Exec Paste Pen. He is applying paste to a book. A girl is sitting next to him, looking at the book. The pen has a label that says "EXEC PASTE PEN".

The fast, clean way to stick paper to anything . . .

A DOT AND IT'S DONE!

The EXEC Paste Pen is the quick, neat way to paste. Never leaks, gums up or dries out . . . never a mess, even in the hands of youngsters. Economical, too . . . you "pen-point" the paste exactly where it is needed without wasting a drop.



Pen already filled with over 5,000 paste dots. Paste dries in seconds. Rubs off clean like rubber cement.

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is an
inside
job!



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On sale at leading school supply distributors everywhere!

a THE AMERICAN CRAYON COMPANY
SANDUSKY, OHIO NEW YORK

New Supplies

(Continued from page 119)

ART CRAYONS CHANGE SHAPE

A square shape for drawing crayons is announced by the American Crayon Co., Sandusky, Ohio. The new shape is easier to hold and use. It encourages a wider variety of dramatic effects in sketching, illustrating, designing, blending, and all color experimenting. Prang Color Classics, No. 978, will not roll off desks. The square form also adds firmness and durability to the hydropressed crayon. The new art crayons are available in packages of 16 standard colors.

(For Further Details Circle Index Code 0186)

PORTABLE FOLDING STAGE

Schieber Mfg. Co., Detroit 39, Mich., makers of folding tables and benches, has a new portable folding stage. The understructure of the stage features a floor support at every joint for complete stability. The stage features 500 lb. pull test expansion type anchors for securing the understructure to the floor. It



Six Sizes Offered

has more supporting legs than found on most portable stages and every other leg has a crutch tip for more solidity. A minimum of space is needed for storing the stage. It can be easily rolled to any position on its rubber casters. Model "SA" comes in widths of 6, 8, 10, 12, 14, or 16 ft. Matching folding steps are also offered by the firm. Write for sizes and specifications.

(For Further Details Circle Index Code 0187)

ALARM CATCHES INTRUDERS UNAWARE

A centralized sound surveillance system which detects intruders without warning them is the product of Bogen-Presto Co., Paramus, N. J., a division of The Siegler Corp. The Bogen Model MCR, Vandal Alarm System effectively protects schools or institutions from the danger of intrusion. The system sounds an audible signal at a central station whenever the noise level in the building exceeds the normal quiet level. If the system is installed in a group of buildings, a visual signal indicates the building in which the quiet level has been exceeded. The unit has a built-in circuit to insure constant operation; any failure is immediately recorded, both visually and audibly. An accessory switching circuit, Model VAA-1, is for buildings with existing centralized sound systems.

(For Further Details Circle Index Code 0188)

(Continued on page 122)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



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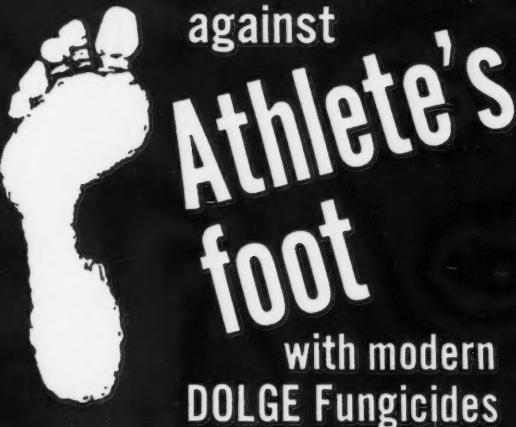
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All in matching colors or black, you can have resilient, wear-resisting rubber for complete installations of safety coverings for aisles, corridors, run-ways, step wells and steps. Such installations reduce noise—give longer trouble-free service.

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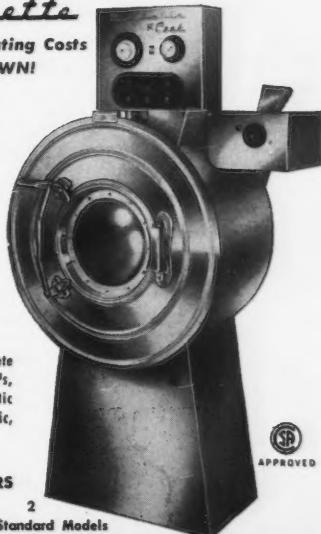
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New Supplies

(Continued from page 120)

TEACHER'S AIDS

"How to Win Attention and Influence Audiences" is a four-page folder offered by **Projection Optics, Inc.**, East Orange, N. J. It will be of special interest to those who use visual projection equipment in group communications.

(For Further Details Circle Index Code 0189)

Guidance counselors will want the booklet, "How to Get a Job with a Future," available from the **Young Presidents' Organization, Inc.**, New York 22, N. Y. The booklet of practical job-hunting tips is written by the young presidents of large American and Canadian corporations.

(For Further Details Circle Index Code 0190)

Central Scientific Co., Chicago, Ill., offers a free, 56-page booklet to aid in the selection of apparatus for a course in earth-space science. The booklet contains an easy-to-use outline of subjects, and lists the apparatus needed for demonstrations.

(For Further Details Circle Index Code 0191)

A two-color sports calendar from **Master Lock Co.**, Milwaukee 45, Wis., is offered free to school officials, coaches, and athletic directors. The 18½- by 24½-inch edition provides space for recording future activities and events.

(For Further Details Circle Index Code 0192)

Three conservation booklets are available to teachers from the **American Forest Products Industries**, Washington 6, D. C. A new book, "Trees and Game—Twin Crops," by Arthur Carhart, explains the relationship between forest and wildlife management. Two revised booklets are "The Story of Lumber" and "The Story of Pulp and Paper," for grade 8 and above.

(For Further Details Circle Index Code 0193)

A set of eight facsimile historical letters may be borrowed for display in Catholic schools from **Parlee Co., Inc.**, Indianapolis 2, Ind. The replica letters were written by George Washington, Andrew Carnegie, Abraham Lincoln, Benjamin Franklin, Edgar Allan Poe, Theodore Roosevelt, Horatio Nelson, and Cornwallis. Send for full details.

(For Further Details Circle Index Code 0194)

"Audio-Visual Ideas for Religious Education" is a free booklet from The **Victor Animatograph Corp.**, division of Kalart, Plainville, Conn. The booklet gives many useful tips on planning programs, lists sources of films, audiovisual information, and includes a catalog of Victor audio-visual equipment.

(For Further Details Circle Index Code 0195)

"Duties of a Secretary," a color filmstrip from **Underwood Corp.**, New York 16, N. Y., is an informative guide to better secretarial performance. The 35mm., 22 min., filmstrip comes with a 12-in. long-playing record. It is available for showing to schools, clubs, and other organizations without charge.

(For Further Details Circle Index Code 0196)

The importance of an adequate breakfast is stressed in an authoritative reference book from **Cereal Institute, Inc.**, Chicago 3, Ill. The free booklet contains research information, scientific breakfast studies, and school and community breakfast programs.

(For Further Details Circle Index Code 0197)

A revised list of its publications is available from **American Home Economics Association**, Washington 9, D. C. Publications include technical and nontechnical reading materials.

(For Further Details Circle Index Code 0198)



CLASS RINGS by BALFOUR

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Up-to-date nutrition information, adapted to meet current curriculum programs, is contained in attractive booklets for the classroom. Write to the **National Dairy Council**, Chicago 6, Ill., for the May, 1959, catalog which describes the booklets.

(For Further Details Circle Index Code 0199)

Educational safety films from **Aetna Casualty and Surety Co.**, Hartford 15, Conn., are available on a free loan basis for showings in continental United States. Film topics include home, sports, and highway safety; and fire and crime prevention. Send for detailed description.

(For Further Details Circle Index Code 0200)

An illustrated booklet describes the services available to children with epilepsy at the National Children's Rehabilitation Center, Leesburg, Va. For a copy, write to the **Federal Association for Epilepsy**, Washington 6, D. C.

(For Further Details Circle Index Code 0201)

The "1959-60 Seal-O-San Basketball Coaches Digest" features the basketball theories of some of the best coaches in America. The 64-page publication, available from **Huntington Laboratories, Inc.**, Huntington, Ind., is free to basketball coaches and officials, but 50 cents to others.

(For Further Details Circle Index Code 0202)

"The Story of Man and His Work," offered by **E. I. DuPont De Nemours & Co.**, Wilmington, Del., traces man's emergence from serfdom to "dignity and responsibility." The story of the American workman's living standards and way of life today is compared to other times in history.

(For Further Details Circle Index Code 0203)

CATALOGS AND BOOKLETS

A 4-page bulletin gives the complete line of Cres-Cor aluminum food service equipment made by **Crescent Metal Products, Inc.**, Cleveland, Ohio. Bulletin FL-264 illustrates various types of racks, cabinets, conveyors, dollies and tray carts suitable for use in schools and institutional kitchens.

(For Further Details Circle Index Code 0204)

"Food Facility Planning in Miniature" is a catalog brochure from **Christine R. Pensinger Enterprises**, Van Nuys, Calif. This firm offers scale models of kitchen and office equipment, including people, for planning layout arrangements. The scale is $\frac{1}{4}$ in. to 1 ft. Send for brochure and price list.

(For Further Details Circle Index Code 0205)

A new catalog and maintenance guide is offered by **George B. Robbins Disinfectant Co.**, Cambridge, Mass. The catalog details disinfectants, deodorants, insecticides, pesticides, cleaners, and detergents for all kinds of building sanitation needs. In addition, it includes helpful hints for maintenance personnel.

(For Further Details Circle Index Code 0206)

Queen City Chevrolet Co. of Cincinnati 2, Ohio, has an illustrated folder of the 1959 Stageway Chevrolet and Oldsmobile coaches. These are limousine coaches and station wagons suitable for from 9 to 18 passengers.

(For Further Details Circle Index Code 0207)

(Concluded on page 124)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

9 You can project for Audio-Visual Techniques with the Keystone



You meet every need of group instruction with the versatile Keystone Overhead Projector:

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HAND-MADE SLIDES for presenting special subjects, and for enthusiastic group participation.

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QUADRUPLE SLIDES—the most convenient and by far the most economical way to project drawings in series.

DISCIPLINE DURING PROJECTION—every teacher knows the problems of a darkened room; you use the Keystone Overhead Projector with normal lighting, facing your group.

Why have a projector that does less? You are invited to have a Demonstration of the projector that does everything. Write KEYSTONE VIEW CO., Meadville, Pa. Since 1892—Producers of Superior Visual Aids.

MICRO-PROJECTION; the entire class can see a microscopic subject.

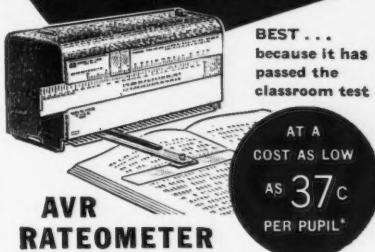
STRIP FILM shown with the Keystone Overhead Projector's powerful illumination.

2-INCH SLIDES, and $2\frac{1}{4}$ -inch, clear daylight projection by 750 or 1,000 watt lamp.

TACHISTOSCOPE—indispensable for efficient teaching of reading and spelling. Reading rates increase 50% to 75% in a few weeks. No teaching procedure has ever had such unanimous approval from research and controlled experimentation (reports on request).

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AT A
COST AS LOW
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IT'S VERSATILE . . . fits into any reading improvement program.

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Teachers say: "Pupils love working with them" . . . "best of its type" . . . "more convenient" . . . "so quiet" . . . "flexible and adaptable" . . . "rate increase 70 to 300%."

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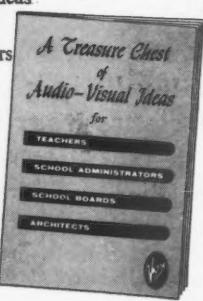
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Division of Kalart, Plainville, Conn.
Please send me a free copy of "A Treasure Chest of Audio-Visual Ideas."

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CATALOGS AND BOOKLETS

"The School Gymnasium as a Community Social Center" is a free brochure available from the Maple Flooring Mfrs. Assn., Chicago 1, Ill.

(For Further Details Circle Index Code 0208)

"Modular School Design" is a well-illustrated basic planning booklet from Ronald S. Sensemmon, A.I.A., Washington 12, D. C. It gives basic concepts of modular planning and construction for schools.

(For Further Details Circle Index Code 0209)

Haldeman-Homme, St. Paul 14, Minn., offers a 20-page catalog which details the firm's new line of tables. The catalog describes portable tables and wall tables, with and without benches.

(For Further Details Circle Index Code 0210)

An eight page brochure from Radio Corporation of America, Camden 1, N. J., describes the latest transistorized language lab equipment offered by the firm, with full descriptions of other types of laboratory systems and information on teacher-student benefits of this modern technique.

(For Further Details Circle Index Code 0211)

Catalog 59, from Claridge Products & Equipment Co., Harrison, Ark., offers a complete, illustrated description of the firm's line of chalkboards, bulletin boards, and aluminum trim. The full color catalog also features bulletin board cabinets, trophy and display cases, reversible chalkboard, sliding cabinets, and portable chalk and bulletin boards.

(For Further Details Circle Index Code 0212)

Steel and wood science laboratory furniture is described in a comprehensive catalog from Laboratory Furniture Co., Inc., Mineola, L. I., N. Y. Write for catalog No. 59-E-SF.

(For Further Details Circle Index Code 0213)

The 1959 Asphalt Tile Color Classification Chart presents recent marbleized, terrazzo, and cork tile patterns from leading manufacturers. Single copies only are available from Asphalt and Vinyl Asbestos Tile Institute, New York 17.

(For Further Details Circle Index Code 0214)

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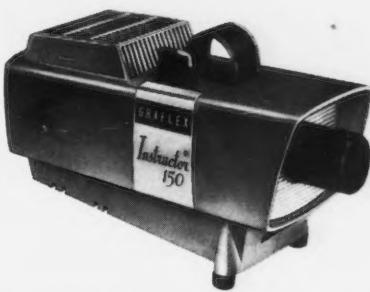
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